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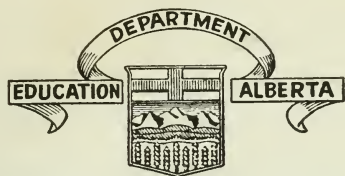
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Programme of Studies For The High School

♦

REGULATIONS

OF THE

DEPARTMENT OF EDUCATION

FOR THE YEAR ENDING JUNE 30th, 1946

RELATING TO THE

Programme of Studies, Recommendations for Credit
and the Departmental Examinations in
Third-Year Subjects

♦

EDMONTON:

Printed by A. Shnitka, King's Printer

1945

Important Notice Re Certain Textbooks

English 3—Required Reading:

Poetry: *Poems Worth Knowing*: Copp Clark Co.

Essays: *Essays of Our Times*: Sharon Brown.

N.B.—All of the Poetry is required, and all of the Essays.

Drama: Two plays are required.

(i) **One Play** to be chosen from the following:

Hamlet: Shakespeare.

Henry the Fourth (Part I): Shakespeare.

Macbeth: Shakespeare.

Romeo and Juliet: Shakespeare.

(ii) **One Play** to be chosen from the following:

Loyalties: Galsworthy.

R.U.R.: Karel Capek.

What Every Woman Knows: Barrie.

Richard of Bordeaux: Daviot.

Elizabeth the Queen: Anderson.

Latin 3—Required Reading:

The following selections from **Latin Prose and Poetry**, by Bonney and Niddrie, are required for the year 1945-1946:

Part II: *Cicero*: Selection II, page 135.

Cicero: Letters I-VIII (inclusive).

Livy: Selections IX, X, XI, XII, XIV and XV.

Vergil: Georgics, Nos. I, IV and V.

Horace: Odes I-VI (inclusive), and No. IX.

Ovid: Selection IX.

Latin 2—Required Reading:

The following selections from **Latin Prose and Poetry**, by Bonney and Niddrie, are required for the year 1945-1946:

Part I: *Gellius*: Selections I to IX (inclusive).

Nepos: Selections I to XI (inclusive).

Vergil: Selections IV, V, VI and VIII.

French 3—Required Reading:

Sans Famille: H. Malot (edited by A. L. Cru: J. C. Winston Co.)
The other textbooks for French 3 will be the same as for last year.

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French 1 and 2:

Premier Cours de Francais, by Roux (Macmillan Co.) will be the textbook during the year 1945-1946.

On securing the approval of the Department, however, specially qualified teachers may use experimentally instead of the Roux book any **one** of the following:

1. *Le Francais Moderne*: Cru and Guinnard.
2. *First Year French* (Grade X) and/or *Second Year French* (Grade XI): La France and O'Brien.
3. *Cours Elementaire*: Travis and Wilson. (Not available 1945-46.)

Supplementary Reading—No extra reader is required in French 1.

For supplementary reading in French 2 the following may be used:

Nouvelles Causeries en Francais: E. E. Pattou.

(The publishers are unable to supply the other books it was intended to list here.)

The book by Hedgecock and Hugues, formerly in use for supplementary reading in French 2, has been dropped.

The Programme of Studies for the High School And Regulations Relating Thereto

GENERAL PRINCIPLES

The Programme of Studies for the High School gives effect to the following principles:

- (i) **Diversification, and adaption to individual capacities, aptitudes, interests and needs.** All students take the same "core" of compulsory subjects, and supplement these with "electives" to the number of "credits" required for the High School Diploma. In theory, at least, the student is free to choose his own programme; and no mark of prestige is attached to any particular selection of subjects.
- (ii) **Educational and vocational guidance for every student.** Every high school is expected to provide "guidance" for every pupil, not as a "subject" but as a personal service.
- (iii) **Providing in the school and in the classroom the conditions and environment most favourable to mental, social and personal growth.** Of the two main purposes of the programme, one is to give ample opportunity, both on the administrative side and in classroom work, for the free play of critical intelligence on the part of students and teachers, and for mastering the techniques and practices of the democratic way of life. **The other** is to facilitate a desirable growth and development in personality through social experiences in the classroom, and social activities of the school. It is not the prime purpose of the programme either to purvey "credits" or to "prepare" students for "passing examinations."
- (iv) **Meaningful educative experience.** The memorization and reproduction of verbalized material gives place to newer procedures of the classroom which ensure a live, meaningful experience for the students. The type and structure of Departmental examinations have been adapted to reinforce this change from routine instruction. For English, Social Studies and Science, the use of several reference books in a "classroom library" has to a large extent displaced the traditional practice of confining instruction to a single textbook.
- (v) **Functional Instruction in English as the basic tool of comprehension and expression; not as one "subject" amongst others.**

Every teacher is a teacher of English. The student's ability to gather meaning from print at his level of instruction and his skill and correctness in oral and written expression are the proper concern of all of his teachers; not merely of his teacher of English.

DIFFICULTIES IN THE HIGH SCHOOL PROGRAMME

- (i) It is difficult to overcome the inertia of tradition in accepted ideas of education and in long-established school practices.
- (ii) The academic subjects required for university matriculation have a higher prestige than non-matriculation subjects.
- (iii) Small high schools simply cannot at the same time serve the need both of matriculation and non-matriculation students.
- (iv) In many high schools—and not all of them small high schools—the time schedule is fully occupied by teaching periods. There is no time for the students to do anything but listen to the teacher. If there is time for social activities, guidance and student counselling, it must be found out of school hours. This hectic struggle for teaching time in order to cover an unduly large number of subjects keeps down the cost of high-school education, but it does not produce the optimum school environment for student growth and development.
- (v) The new techniques of instruction cannot be made effective without adequate equipment, properly appointed classrooms and up-to-date school buildings. The modern high-school classroom should be furnished with newspapers, magazines, periodicals, information bulletins and a plentiful supply of good up-to-date reference books for every subject, together with library collections for Literature, Social Studies and Science. A serious handicap for the small high school is the lack of reading and reference material.

REQUIREMENTS OF PRESCRIBED COURSES

For outlines and requirements of prescribed courses and for textbooks and reference books, teachers and students are directed to the following Bulletins:

Bulletin A: Algebra 1, Geometry 1, Physical Education 1 and 2, Health 1 and 2, English 2, Social Studies 2; Physics 1 and 2, Chemistry 2. (See inside back cover.)

N.B.—With regard to the above courses Bulletin A supersedes Bulletins I, II, III and IV.

Bulletin B: Practical and Experimental Work in Chemistry 2, Physics 2, and Biology 2; General Mathematics 1, 2 and 3.

Bulletin I: Algebra 2, Geometry 2, Trigonometry and Analytical Geometry; Foreign Languages; Bookkeeping 1A, Typewriting 1A, Stenography 1A; Law; General Shop 1 and 2, Arts and Crafts, Mechanical Drawing, Home Economics 1 and 2, Needlework.

Bulletin II: English 3. (N.B.—See “Important Notice re Certain Textbooks” on page two of these Regulations.) Survey of English Literature, Creative Writing; Art 1 and 2; Dramatics 1 and 2; Music 1, 2 and 3.

Bulletin III: Sociology, Psychology, Economics, Vocations and Guidance.

Bulletin IV: Biology 1 and 2, Chemistry 1, General Science 1 and 2, Geology.

Bulletin V: Commercial Subjects.

Bulletin VI: Technical Subjects.

N.B.—Social Studies 3, Social Studies 1 and English 1 appear in these Regulations commencing on page 45.

General Regulations

N.B.—The regulations which follow supersede all regulations relating to the Programme of Studies for the High School which have previously been published, whether in former editions of the *High School Regulations* or in the *Official Bulletins* of the Department of Education appearing in the "*A.T.A. Magazine*."

FURTHER NOTICES IN THE OFFICIAL BULLETIN

Teachers are reminded that the Department's Official Bulletin in the *A.T.A. Magazine* is the recognized channel of official communications from the Department to the teachers. Every notice appearing in the Bulletin is intended to have exactly the same effect as a memorandum addressed personally to every teacher of the Province. Teachers are therefore asked to co-operate with the Department by *reading* the Official Bulletin every month.

1. *High-School Entrance.*

(a) Students who proceed to Grade X work are required to have complete Grade IX standing, and to have been promoted to Grade X by the High School Entrance Examination Board. The Grade IX Diploma (Grade "A", "B" or "C") will be evidence of such promotion.

(b) Students promoted with "C" standing from Grade IX may not take during their first year in Grade X any of the "Group A" or "Academic Electives."

N.B.—This regulation should be noted by all principals; for it involves a change from the regulations for the years 1943-44 and 1944-45, and reinstates a regulation in effect during 1942-43 and years prior thereto.

2. *A Definite Time Schedule.*

The three-year Programme of Studies for the High School is based on a definite time schedule. The school day will comprise *eight* class periods, each of at least *thirty-five minutes*. For each student *one* of the eight periods is to be reserved as a *study period*; provided, however, that, with the approval of the Department of Education, *one study period per week, or at most two*, may be used for class instruction in General Electives.

3. *Instruction Time and Credits.*

(a) During each year of the three-year Programme, *thirty-five* class periods per week will be available in every classroom for the purpose of instruction. The amount of time shown on the classroom time schedule to be available for instruction to any group of students in a particular school will affect the quality of such instruction, and will therefore determine the number of credits that such students may earn.

(b) For the purpose of computing the total amount of instruction time that is available in any classroom, and the number of high-school credits that may be earned by any student during a year's work, the standard length of an instruction period is *thirty-five minutes*; provided, however, that in certain small schools instruction time and credits may be computed on a basis which falls short of this standard requirement. (See the section entitled "Confidential Reports and Recommendations for Credit.")

(c) The number in brackets after the name of each subject on the "List of Subjects of the Programme of Studies for the High School" (on page 11 below) indicates the amount of instruction time in periods per week to be devoted to the subject, and accordingly the number of credits carried by that subject for a year's work with successful attainment therein.

(d) Students recommended for credit must have taken high-school instruction *during an attendance of not less than 150 days*. Students are therefore to be warned against belated enrolment in the fall term.

4. *A Four-year Programme in Small Schools.*

(a) All schools in which there are fewer than two teachers giving their full time to the work of Grades IX, X, XI and XII shall plan the high-school programme on a four-year (not a three-year) schedule.

(b) Principals of small schools shall not permit students to overload their programmes with Academic Electives, to the neglect of General Electives.

(c) No students holding fewer than sixty-five (65) high-school credits may take instruction in more than three academic electives, or in more than three commercial electives, during one year, no matter of what year or years these electives may be.

5. *Maximum and Minimum Load.*

(a) No student holding fewer than **forty (40)** credits will be deemed to have completed two years of high-school attendance.

(b) The full requirement for completing the high-school programme is thirty-five credits a year for each of three years, or 105 credits in all. All students should, therefore, be directed to plan their programme for 105 credits (not 100 credits), in order that they may avoid the situation in which at the end of the high-school programme the total number of credits earned by them falls short even of the 100 required for the High-School Diploma.

6. *Prerequisites.*

(a) With respect to all subjects—compulsory, Academic, Commercial, Technical or General—first units are prerequisites for the corresponding second units, and second units for the corresponding

third units. Students may not take instruction in units for which they have not the necessary prerequisites.

(b) Instruction in English 2, or in Social Studies 2, may be taken only by students who have obtained at least a "C" standing in English 1, or in Social Studies 1, respectively.

(c) Instruction in English 3, or in Social Studies 3, may be taken only by students who have obtained at least a "C" standing in English 2, or in Social Studies 2, respectively.

(d) Instruction in the second unit of a foreign language may be taken only by students who have obtained at least "B" standing in the first unit of the language; and instruction in the third unit of the language only by students who have obtained at least a "B" standing in the second unit of the language.

(e) Similarly, with respect to all other subjects, instruction in the second unit, or in the third unit, may be taken only by students who have obtained at least a "B" standing in the first unit, or the second unit, as the case may be.

7. *Two Courses in the Same Year.*

Credits shall **not** be granted to a student in two courses of the same subject during the same year.

8. *"Repeated" Subjects.*

(a) Any student who has secured eighty-five (85) high-school credits may be permitted to write a second time on Departmental Examinations in as many as three Grade XII subjects, on payment of the requisite fee, without having taken for the second time the classroom or correspondence instruction in such subjects that was required in the first instance.

(b) A student who has been permitted to write in June on the Departmental Examination in a third-year subject and who has so written but has failed will be permitted to write in August on the Supplemental Examination in that subject.

(c) Subject to the provisions of Subsections (a) and (b) next preceding, a student "repeating" a subject—that is to say, taking classroom or correspondence instruction in that subject a second time—either because of previous failure in that subject, whether on a Departmental examination or otherwise, or for the purpose of securing a higher standing, shall be required to take a full year's instruction in that subject before being granted a "C" standing in it or a standing higher than that which he previously secured.

When a student "repeats" a subject or subjects in which he already has a "C" standing (or a "B" standing) for the purpose of securing a higher standing, the maximum number of credits which he may earn for his current year's work shall be the difference between **thirty-five (35)** and the number of credits

carried by the repeated subject or subjects. For example: a student holding 5 credits with a "C" standing in Algebra 1 will not be granted more than 30 credits for his work during the year in which he repeats this subject in order to secure a "B" standing.

(d) Students repeating English 3 will be required to elect ten new books in Free Reading.

9. *Rules re First-Year, Second-Year and Third-Year Subjects.*

(a) First-year subjects are those only which are named in the List of Subjects for the First Year. (See page 11.) A similar definition applies to second-year and third-year subjects.

(b) A first-year subject taken in lieu of a second-year subject remains a first-year subject. A similar rule applies to a second-year subject taken in lieu of a third-year subject.

(c) The Three Years of the High-School Programme are not to be confused with the successive years of a student's work in a high school. A student may have attended a high school for two years and still not have completed the Second Year of the High-School Programme. In fact, this situation will be the rule in small schools.

(d) No second-year General Elective (Group D) may be taken by a student during the first year of his high-school work.

(e) **No third-year subject may be taken by a student who does not hold forty (40) high-school credits.**

(f) **A student who has taken high-school instruction for a period of at least two years with a minimum attainment of forty (40) high-school credits may take instruction in English 3, Social Studies 3, and in Academic, Commercial, Technical or General Electives of any year or years; provided, however, that no student holding fewer than sixty-five (65) high-school credits may take instruction in more than three Academic Electives, or in more than three Commercial Electives, or in more than three Technical Electives, during one year, no matter of what year or years these electives may be; and provided always that such students shall have the required standing in the necessary prerequisites.**

No student holding sixty-five (65) or more high-school credits shall be permitted to take more than five (5) Academic Electives or four (4) Commercial Electives in one year, no matter of what year or years these electives may be.

(g) Any student who in the fourth year of his attendance at high school is taking instruction in such subjects as will enable him to complete the requirements for the High-School Diploma but do not in the aggregate reach the maximum number of credits that may be earned during one year in the school he attends—**thirty-five (35) or fewer**, as the case may be—may take instruction also in any other high-school subjects under the following conditions:

(i) The total programme of diploma and extra subjects shall not exceed the maximum number of credits that may be

earned during one year in the school attended—**thirty-five (35)**, or fewer, as the case may be.

- (ii) No extra subject shall be counted for credit towards the High School Diploma.
- (iii) The diploma subjects may include subjects that are prerequisites for one or more of the extra subjects.

10. *Students Entering Alberta High Schools from Without the Province.*

High-school students from without the Province are required to submit to the Examinations Branch of the Department *early in September* an official certificate or statement of standing in order that the Department may evaluate any credits they hold, and fix the conditions under which they may proceed with the Alberta High-School Programme. Students who neglect to comply with this requirement will not be granted Alberta high-school credits.

11. *Science Required for the High-School Diploma.*

All students who qualify for the High-School Diploma at mid-summer, 1946, or thereafter, must hold credits for at least one course in high-school Science: whether Physics 1, Chemistry 1, Science 1, General Science 1, Biology 1, or Geology 1.

READING TESTS—GRADES X, XI AND XII

All students in Grades X, XI and XII are required to take a Reading Test in Vocabulary and Comprehension on Wednesday, September 26th, 1945. The Department of Education will distribute copies of the test early in September. Principals are requested to report their students' scores on this test to the Examinations Branch of the Department not later than October 10th, 1945.

Information about the purpose and remedial use of this test will be found in the Official Bulletin of the Department, published in the "A.T.A. Magazine," December, 1943.

LIST OF SUBJECTS OF THE PROGRAMME OF STUDIES FOR THE HIGH-SCHOOL

FIRST YEAR—GRADE X

1. *Compulsory Subjects*—Required of all Students:

English 1 [5].

Physical Education 1 [3].

Social Studies 1 [5].

Health 1 [2].

2. *Electives*

Group A—Academic:

(Not more than **three** subjects to be elected.)

Algebra 1 [5].

Latin 1 [5].

Geometry 1 [5].

French 1 [5].

Chemistry 1 [5].

German 1 [5].

Physics 1 [5].

Group B—Commercial:

Bookkeeping 1 [5].

Typewriting 1 [5].

Stenography 1 [5].

Group C—Technical:

(Not more than **two** subjects to be elected.)

Woodwork 1 [8].

Printing 1 [8].

Metal Work 1 [8].

Arts and Crafts 1 [8].

Electricity 1 [8].

Fabrics and Dress 1 [8].

Automotives 1 [8].

Home-making 1 [8].

N.B.—For a Shop Course, the *eight* periods a week will be distributed in the following manner:

Drawing and Design, 2;

Theory, 2;

Shop Practice, 4.

For two Shop courses, **fifteen** periods a week will be required (not sixteen).

Group D—General:

*Dramatics 1 [4].

*Bookkeeping 1a [3].

*Music 1 [4].

*Stenography 1a [3].

Art 1 [4].

*Typewriting 1a [3].

*Mechanical Drawing [3].

*General Shop 1 [4].

General Mathematics 1
[3 or 5].

*Home Economics 1 [4].

General Science 1 [5].

Needlework [3].

Biology 1 [3].

Vocations and
Guidance [2].

Geology 1 [3].

*Special qualifications required of the teacher.

Special Note to Principals:

1. Either **three** or **five** periods a week may be given to General Mathematics 1.
2. On approval from the Department, a principal of a large school may be permitted to organize classes in Art 1, Music 1 and/or Dramatics 1 on a three-credit basis (three periods a week in

place of the required four periods a week), if he can show to the satisfaction of the Department that the organization of his programme benefits from such a deviation. It must be noted on his Form A card, and be shown in his Confidential Report, with a statement explaining the circumstances.

3. The regulations concerning Physical Education and Health are the same as those in effect during 1944-45:
 - (a) Physical Education 1 (3 credits) and Health 1 (2 credits) are compulsory for all students in their first year of high-school work.
 - (b) Physical Education 2 (3 credits) and Health 2 (2 credits) are electives for students who have obtained at least a "B" standing in Physical Education 1 and Health 1, respectively.

Directions re First-Year Electives:

1. (a) No student may elect more than **three** subjects from Group A, nor more than **two** subjects from Group C.
- (b) Students promoted with a "C" standing from Grade IX may **not** elect a subject from Group A during their first year of high school.
- (c) A "C" student wishing to take either **Algebra 1** or **Geometry 1** in Grade XI must secure credit in **General Mathematics 1** in Grade X (either **3** or **5** credits); and a "C" student wishing to take either **Physics 1** or **Chemistry 1** in Grade XI must secure credit in **General Science 1** or **Biology 1** or **Geology 1** in Grade X.
- (d) Hereafter, there will be no forfeiture of credits if a student takes **General Mathematics 1** and afterwards **Algebra 1** or **Geometry 1**; or if a student takes **General Science 1** and afterwards **Chemistry 1** or **Physics 1**.
- (e) No student may take both **General Mathematics 1** and another course in Mathematics during the same year. Similarly, no student may take both **General Science 1** and another course in Science during the same year, unless the other course be either **Biology 1** or **Geology 1**.
2. No student may elect in the same year both **Algebra 1** and **Geometry 1**, nor **Physics 1** and **Chemistry 1**; nor more than **one** foreign language.
3. Instruction in the subjects of Group B or Group C may be given only in schools approved for this purpose by the Department of Education.
4. (a) Students who elect Bookkeeping 1, or Typewriting 1, or Stenography 1 from Group B shall not elect, during the same or a subsequent year, Bookkeeping 1a, or Type-

writing 1a, or Stenography 1a, respectively, from Group D.

- (b) Students who elect a shop course from Group C shall not elect, during the same or a subsequent year, General Shop 1 or Home Economics 1 from Group D.
- (c) Students holding credits in **Bookkeeping 1a**, **Stenography 1a**, or **Typewriting 1a**, may not proceed with second units of these subjects until they have met the requirements for credit in **Bookkeeping 1**, **Stenography 1**, or **Typewriting 1**, as the case may be. They may meet such requirements by taking, during a subsequent year, at least two periods per week of instruction in **Bookkeeping 1**, **Stenography 1**, or **Typewriting 1**, as the case may be.

More instruction may be required on the recommendation of the teacher. The total number of credits for **Bookkeeping 1a** and **1** together is five (5), not eight (8); and the same rule applies with respect to Stenography and Typewriting.

- (d) The number of periods per week for **Typewriting 1a** is three, but these periods must be used for instruction by the teacher. Periods used merely for practice by the student without the teacher's direct supervision cannot be counted as instruction periods.

Throughout each instruction period there must be one machine for each student. If there are more students in the class than there are machines, the number of instruction periods per week must be increased proportionately.

5. (a) A student holding credit both in **General Shop 1** and in **Mechanical Drawing** may not thereafter be granted credit in **General Shop 2** unless he forgoes credit in **Mechanical Drawing**.
- (b) A student holding credit in **General Shop 1** and **General Shop 2** may not thereafter be granted credit in **Mechanical Drawing**.
- (c) A student holding credit both in **Home Economics 1** and in **Needlework** may not thereafter be granted credit in **Home Economics 2** unless she forgoes credit in **Needlework**.
- (d) A student holding credit in **Home Economics 1** and **Home Economics 2** may not thereafter be granted credit in **Needlework**.

SECOND YEAR—GRADE XI

I. *Compulsory Subjects*—Required of all Students.

English 2 [5].

Social Studies 2 [5].

II. *Electives.*

Group A—Academic:

(Not more than **three** subjects to be elected. See Direction No. 1, below.)

| | |
|------------------|---------------|
| Algebra 1 [5]. | Latin 2 [5]. |
| Geometry 1 [5]. | French 2 [5]. |
| Chemistry 1 [5]. | German 2 [5]. |
| Physics 1 [5]. | |

Group B—Commercial:

(Not more than **three** subjects to be elected. See Direction No. 5, below.)

| | |
|--------------------|------------------------|
| Bookkeeping 2 [5]. | Office Practice 1 [5]. |
| Typewriting 2 [5]. | Stenography 2 [5]. |

Group C—Technical:

(Not more than **two** subjects to be elected. See Direction No. 6, below.)

| | |
|--------------------|--------------------------|
| Woodwork 2 [8]. | Printing 2 [8]. |
| Metalwork 2 [8]. | Arts and Crafts 2 [8]. |
| Electricity 2 [8]. | Fabrics and Dress 2 [8]. |
| Automotives 2 [8]. | Home-making 2 [8]. |

N.B.—For a Shop Course, the **eight** periods a week are distributed in the following manner:

| | |
|------------------------|------------|
| Drawing and Design, 2; | Theory, 2; |
| Shop Practice, 4. | |

For two Shop Courses, **fifteen** periods a week will be required (not sixteen.)

Group D—General:

| | |
|----------------------------|------------------------|
| *Dramatics 2 [4]. | Health 2 [2]. |
| *Music 2 [4]. | *General Shop 2 [4]. |
| *Art 2 [4]. | *Home Economics 2 [4]. |
| Survey of English | Law [3]. |
| Literature [4]. | Sociology [3]. |
| General Mathematics 2 [5]. | Psychology [3]. |
| General Science 2 [5]. | Vocations and |
| *Physical Education 2 [3]. | Guidance [2]. |

*Special qualifications required of the teacher.

Directions re Second-Year Electives.

1. Not more than **three** subjects may be elected from Group A; and of these three subjects, **one**, but not more, may be the second unit of a foreign language. In lieu of **one** of the

three subjects to be elected, the first unit of a foreign language may be chosen from the list of Academic Electives for the First Year.

2. No student may elect both Algebra 1 and Geometry 1 in the same year; nor both Physics 1 and Chemistry 1.
3. (a) Students promoted with "C" standing from Grade IX may begin a foreign language in their second year.
- (b) A "C" student wishing to take either **Algebra 1** or **Geometry 1** in Grade XI must secure credit in **General Mathematics 1** in Grade X (either 3 or 5 credits); and a "C" student wishing to take either **Physics 1** or **Chemistry 1** in Grade XI must secure credit in **General Science 1** or **Biology 1** or **Geology 1** in Grade X.
- (c) Hereafter, there will be no forfeiture of credits if a student takes **General Mathematics 1** and afterwards **Algebra 1** or **Geometry 1**; or if a student takes **General Science 1** and afterwards **Chemistry 1** or **Physics 1**.
- (d) No student may take both **General Mathematics 1** and another course in Mathematics during the same year. Similarly, no student may take both **General Science 1** and another course in Science during the same year, unless the other course be either **Biology 1** or **Geology 1**.
4. **No second-year General Elective (Group D) may be taken by a student during the first year of his high-school work.**
5. Not more than **three** subjects may be elected from Group B. In lieu of the second units in Bookkeeping, Typewriting and Stenography, the first units may be chosen from the list of Commercial Electives for the First Year.
6. (a) Not more than **two** subjects may be elected from Group C. In lieu of the second units of these Shop Subjects, the first units may be chosen from the list of Technical Electives for the First Year.
- (b) Students who hold credits in both General Shop 1 and General Shop 2 may, with the approval of the Department of Education, proceed with the work in appropriate Technical Electives (Group "C") of the Second Year.
- (c) Similarly, students who hold credits in both Home Economics 1 and Home Economics 2 may, with the approval of the Department of Education, proceed with the work in Fabrics and Dress 2 and Homemaking 2.
7. (a) No student may elect in the same year both General Mathematics 2 and Algebra 1 or Geometry 1; nor both General Science 2 and Physics 1 or Chemistry 1.
- (b) Instruction in General Mathematics 2 may be taken only by students who have obtained at least a "B" standing

in the first unit of this subject, or who have obtained at least a "C" standing in Algebra 1 or Geometry 1.

- (c) Instruction in General Science 2 may be taken only by students who have obtained at least a "B" standing in the first units of this subject or who have obtained at least a "C" standing in Physics 1 or Chemistry 1.
 - (d) No student shall be granted credits in both General Mathematics 2 and a third-year Academic Elective in Mathematics; nor credits in both General Science 2 and a third-year Academic Elective in Science (Biology 2 excluded.)
8. **No student shall elect the Survey of English Literature who has not secured "B" standing at least, in English 1.**
9. Students who elect the second unit of a Shop Course from Group C shall not, during the same or a subsequent year, elect General Shop 2 or Home Economics 2 from Group D.

THIRD YEAR—GRADE XII

I. *Compulsory Subjects*—Required of all Students:

English 3 [5].

Social Studies 3 [5].

II. *Electives*:

Group A—Academic:

(Not more than **five** subjects to be elected. See Direction No. 2 (a), below).

Algebra 2 [5].

Biology 2 [5].

Trigonometry and

Latin 3 [5].

Analytical Geometry [5].

French 3 [5].

Chemistry 2 [5].

German 3 [5].

Physics 2 [5].

Group B—Commercial:

(See Direction No. 3, below).

Bookkeeping 3 [5].

Business Machines [5].

Secretarial Training [10].

Group C—Technical:

(Not more than **one** Shop Subject to be elected. See Direction No. 5, below.)

Woodwork 3 [10].

Fabrics and Dress 3 [10].

Metal Work 3 [10].

Home-making 3 [10].

Electricity 3 [10].

Arts and Crafts 3 [10].

Automotives 3 [10].

General Mathematics 3 [5].

N.B.—For the Shop Course, the **ten** periods a week will be distributed in the following manner:

Drawing and Design, 1; Shop Practice, 8;
Theory, 1.

Group D—General:

Economics [4]. *Music 3 [4].
Creative Writing [4].

*Not a school course. Credits granted for private instruction.

Directions re Third-Year Electives.

N.B.—See the General Regulations on page 7, above, and especially the rules of Regulation No. 9, page 10.

1. (a) Instruction in Algebra 2 may be taken only by students who have at least "B" standing either in Algebra 1 or in General Mathematics 2; and instruction in Trigonometry and Analytical Geometry may be taken only by students who have at least "B" standing either in Geometry 1 or in General Mathematics 2.
- (b) Instruction in Chemistry 2 may be taken only by students who have obtained at least a "B" standing in Chemistry 1, or in General Science 2; and instruction in Physics 2 may be taken only by students who have obtained at least a "B" standing in Physics 1, or in General Science 2. **Instructors in Chemistry 2 are no longer required to submit to the Examinations Branch of the Department at the end of the school year a special report on the laboratory work of their students.**

Instructors in Chemistry 2 are reminded that laboratory work is an essential part of the teaching programme in this subject. Students who memorize theory without having had the benefit of practical experimental work cannot meet the requirements of the course, whether in class work or on tests and examinations.
- (c) Instruction in English 3, or in Social Studies 3, may be taken only by students who have obtained at least a "C" standing in English 2, or in Social Studies 2, respectively.
- (d) Instruction in the third unit of a foreign language may be taken only by students who have obtained at least a "B" standing in the second unit of the language.
2. (a) **No student holding fewer than sixty-five (65) high-school credits may take instruction in more than three Academic Electives during one year, no matter of what year or years these electives may be.**
- (b) In lieu of the third units of foreign languages, the second units may be chosen from the list of Academic Electives

for the Second Year; and in lieu of **one** second unit of a foreign language, but not more, the first unit may be chosen from the list of Academic Electives for the First Year.

(c) In lieu of one or more subjects of Group A, other than foreign languages, the same number of subjects may be chosen from the list of Academic Electives for the Second Year.

3. No student holding fewer than sixty-five (65) high-school credits may take instruction in more than three Commercial Electives during one year, no matter of what year or years these electives may be.

In lieu of one or more of the subjects of Group B, the same number of subjects may be chosen from the list of Commercial Electives for the First Year, or for the Second Year, or from both lists.

4. No student shall elect Secretarial Training who has not secured "B" standing in Typewriting 2, Stenography 2, and Office Practice 1.
5. In lieu of the Shop Course of Group C, two Shop Courses may be chosen from the list of Technical Electives for the First Year, or from the list for the Second Year, or from both lists.
6. **No student shall elect Creative Writing who has not secured "B" standing at least in English 2.**
7. For directions relating to Music 3, see page 33 below.
8. **Students are required to plan their high-school programmes for the completion of 105 credits; not merely 100 credits** (See the section on "High-School Diploma," below.)

SPECIAL REGULATIONS GOVERNING A ONE-YEAR PROGRAMME FOR THE INTENSIVE STUDY OF COMMERCIAL SUBJECTS

ADMISSION

Students who hold the High School Diploma, and students who hold high-school credits in English 1, 2 and 3, Social Studies 1, 2 and 3 and Health and Physical Education 1, with additional credits sufficient in number, after credits for Commercial Electives in excess of **thirty (30)** have been excluded, to make **eighty-five (85)** credits in all, may be enrolled for the One-Year Programme in Commercial Subjects. Those who complete the Programme with the required standing may be granted **fifteen (15)** credits towards a High-School Diploma.

The fifteen credits shall be granted, not *en bloc*, but for specified Commercial or General Electives. Accordingly, students holding credits in one or more Commercial or General Electives

shall not be granted further credits in the same Electives for work done on the One-Year Programme. **No student who has completed the One-Year Programme shall be granted the High-School Diploma unless he has met the requirements set forth in Section 3 on page 21 of this Bulletin.**

The requirements for admission to the One-Year Programme in Commercial Subjects shall not be interpreted in such a way as to prevent students who have class-room time for instruction in "extra" subjects during the fourth year of their High-School Programme from taking instruction in Commercial Electives to the fullest extent that the time-schedule and practical administration can make possible. Under those conditions, such students should be permitted to enrol for part of the One-Year Programme, if they so desire.

Instruction Requirements.

Students shall elect courses of instruction from the following list, which together with **remedial instruction and practice** in English, Spelling, Penmanship, shall be sufficient in number to raise the total amount of instruction time to **thirty-five (35)** periods per week.

Stenography 1 and 2 (10 periods a week) ;

Either Bookkeeping 1 (5 periods a week) **or**
Bookkeeping 1 and 2 (10 periods a week) ;

Either Typewriting 1 (5 periods a week) **or**
Typewriting 1 and 2 (10 periods a week) ;

Either Office Practice 1 (5 periods a week) **or**
Secretarial Training (10 periods a week) ;

Either Mathematics 1 (5 periods a week) **or**
General Mathematics 2 (5 periods a week) ;
Law (3 periods a week) ;
Economics (4 periods a week) ;
Business Machines (4 periods a week).

This One-Year Programme may be offered only in those schools where it has been approved by the Department of Education.

The work done in excess of that required for the High-School Diploma will be recognized as "extra" work, and standing in this "extra" work will be indicated on the Diploma. **No Diploma other than the High-School Diploma will be issued to students who complete the One-Year Programme.**

Re Secretarial Training

Secretarial Training carries **ten (10)** credits. The periods of teaching for this subject are to be distributed as follows:

| | |
|-------------------------------------|-----------|
| Typing (largely speed tests) | 2 periods |
| Transcription | 2 periods |
| Office Practice and Dictation | 6 periods |

The High-School Diploma

1. (a) The successful completion of the Three Years of this Programme will entitle a student to the High-School Diploma, **which will be of the same form for all students.** There will be no special diploma for University Matriculation, or for Normal Entrance, or for Commercial Subjects. The Diploma will exhibit a complete record of the student's work: a complete list of all the subjects taken, with the number of credits and the letter grading obtained in each subject.

(b) The High-School Diploma is an official document issued by the Department of Education, certifying that the holder has completed the required programme of instruction through **actual attendance** at a high school, or through correspondence instruction under the direction and supervision of the Department. It is **not** a mere statement of examination results.

(c) The High-School Diploma will not of itself ensure Matriculation or provisional admission to an Alberta Normal School, unless it shows that the holder's programme has included the subjects specially required for Matriculation or Normal Entrance, as the case may be, and that the holder has secured the required standing in such subjects.

2. The successful completion of a year's work in any of the subjects of the new Programme will entitle the student to as many credits as the number appearing in brackets after the name of that subject as it appears on the list. In one year the student may therefore earn a maximum of thirty-five credits; and in three years 105 credits.

3. **Subject to the regulations and directions governing pre-requisites and the choice of electives from different groups and the standing required for credit in each subject, the following are the minimum requirements for the High-School Diploma:**

One hundred (100) high-school credits, which must include—

- (i) **Thirty-five (35) credits for the compulsory subjects: English 1, 2 and 3, Social Studies 1, 2 and 3, and Health and Physical Education 1.**
- (ii) **At least fourteen (14) credits for subjects of the Third Year, with credits for English 3 and Social Studies 3 included.**
- (iii) **At least fifty (50) credits, with the fourteen above mentioned included, for subjects of the Second and Third Years.**
- (iv) **At least twelve (12) credits for Groups B, C or D Electives of the First and Second Years.**

N.B.—“C” standing, at least, is required for credit in English 1, 2 and 3, and Social Studies 1, 2 and 3.

"B" standing, at least, is required for credit in Health and Physical Education 1, and for credit in all Group B, C or D Electives.

With respect to each of the Group A (Academic) Electives, "C" standing will be accepted for credit in the third unit provided the student has "B" standing in the first unit and in the second unit; "C" standing will be accepted for credit in the second unit provided the student has "B" standing in the first unit and does not offer the third unit; and "C" standing will be accepted for credit in the first unit provided the student offers neither the second unit nor the third.

4. Students are required to plan their programmes for the completion of 105 credits—not merely 100 credits—in order that they may have a small margin of credits to provide for possible loss or failure, especially during the last year.

5. With respect to the examination subjects of the Third Year, and subject to the exceptions stated in Regulation No. 8 on page 9, above, high-school students who write on the Grade XII Examinations without having taken classroom or correspondence instruction will not be granted high-school credits in such subjects.

CONFIDENTIAL REPORTS AND RECOMMENDATIONS FOR CREDIT

Recommendations for Credit

1. Superintendents of city schools and Principals of schools may recommend for credit in any Grade X or Grade XI subject, or non-examination subject of Grade XII, the students who have completed successfully the authorized course in that subject during the year.

Maximum Number of Credits

2. The maximum number of credits for which any student can be recommended in any one year is thirty-five (35).

School Attendance or Correspondence Courses Are Required for Credit

3. School attendance and classroom instruction are the vital factors determining credit. It will therefore be necessary for all students seeking credit by recommendation to qualify either by taking classroom instruction during school hours as part of a regular school programme based on a definite time schedule, or by taking correspondence instruction under the direction of the Department of Education.

(i) This regulation applies to all subjects of the Programme, whether of the First Year (Grade X), of the Second Year (Grade XI), or of the Third Year (Grade XII).

(ii) With respect to the examination subjects of the Third Year, and subject to the exceptions stated in Regulation No. 8 on

page 9, above, high-school students may not write on the Grade XII Examinations without having taken classroom or correspondence instruction.

(iii) The Department will require that students recommended for credit have received instruction during an attendance of **not less than 150 days**.

(iv) Students who enter a high-school in January cannot be recommended in June for more than six-tenths of the maximum number of credits available to full-time students in that school.

(v) In all cases where students have attended less than 150 days, recommendations shall be supported by a statement setting forth the grounds on which such recommendations may reasonably be accepted.

(vi) Special cases of students presenting Medical Certificates or *bona fide* reports of other special circumstances, or of students changing schools during the year, will be dealt with on their merits by the Department.

Instruction Time

4. **The amount of time available for classroom instruction determines the validity of recommendations for credit.**

For the purpose of computing instruction time and high-school credits, it is to be assumed that the regular school day of five hours comprises eight periods of teaching time, each of at least 35 minutes' duration; and that the school week, therefore, comprises 40 such periods of teaching time.

For high-school credit, the standard requirement in instruction time is thirty-five (35) minutes of instruction per week for each unit of credit. Under standard conditions, therefore, a subject carrying five credits will require at least 175 minutes of instruction per week.

"Instruction time" for any subject means time during which the teacher's efforts are directed wholly and solely to the teaching of that subject. The number of credits, therefore, carried by a subject is also the number of periods per week of instruction time that under standard conditions will be devoted to the subject.

Confidential Report

5. (i) Every recommendation for credit must be made by means of a **Confidential Report**, signed by the superintendent, principal or teacher making the recommendation. Full instructions regarding the form of the Confidential Report will be issued in a special Departmental Memorandum.

(ii) Principals and teachers are requested to take special precautions against the overgrading of their pupils in non-examination subjects. The lack of objective standards for measuring achievement in these subjects does, of course, make it

difficult for teachers to assign highly reliable gradings; but on the other hand, there can be but little justification for the predominance of "H" and "A" gradings in these subjects, almost to the exclusion of "C" gradings.

(iii) The principal of a school has the final responsibility for the gradings submitted in his Confidential Report. **But in cases where he may consider it desirable to revise the gradings submitted by a member or members of his staff, he should do so only in consultation with the members or members concerned and with the whole staff;** since the Confidential Report is definitely related to the Guidance Programme of the school, and **is therefore the proper concern of the staff as a whole.**

Number of Days' Attendance

(iv) **The Confidential Report must indicate the number of days of attendance during which the student has taken instruction. It must specify the date at which the student registered for instruction, and, in any case where the student has not remained in attendance until the end of the school year, the date at which the student discontinued attendance.**

Copies of Recommendations to be Retained

(v) Copies of all recommendations sent to the Department should be retained for the files of the school.

Percentage Standing Required for Credit in Subjects of Grades X, XI and XII

(vi) Confidential Reports in all subjects of the High-School Programme will assign to each student a standing in each subject taken by that student, such standing to be indicated as a **percentage to the nearest multiple of five.**

Statement of Standing

6. (i) All recommendations shall be considered confidential, and shall not, therefore, be posted, or announced to students by Principals at the close of the school year.

(ii) On receipt of the Confidential Reports and the results of the Departmental Examinations in subjects of the Third Year, the Department of Education will issue to each student a **Statement of Standing** (for which there will be a charge of \$1.00). The Statement will specify the subjects in which the student has been granted credits, and the total number of credits so granted. The student's standing will be indicated in the Statement by the letter gradings: H, A, B, C and D. The Confidential Report, however, must show ratings expressed as percentages to the nearest multiple of five.

7. (i) With respect to any unit of English, Social Studies or an Academic Elective, a standing of at least 40% is required for

credit towards the High-School Diploma; subject, however, to the special regulations governing the High-School Diploma to be found in Section 3 on pages 21 and 22 above.

A standing of not less than 50 per cent will meet the requirement not only for the Diploma, but also for University Matriculation or Normal Entrance. (However, note also page 37.)

(ii) With respect to English 3, Social Studies 3, and the Academic Electives for the Third Year, standing will be determined from the Principal's Confidential Report together with the results of the **Departmental Examinations** in these subjects.

(iii) With respect to all other subjects, a standing of not less than 50 per cent will be required for credit towards the High-School Diploma. This standing will also meet the requirements for University Matriculation or Normal Entrance. (See page 37.)

(iv) **Students who fail to secure the required 50 per cent standing in any of the foregoing subjects and who, nevertheless, desire credit in that subject for Normal Entrance or Matriculation must repeat the subject.**

8. (i) **In English 1 or 2 and Social Studies 1 or 2, a standing of not less than 40 per cent, and in all other subjects a standing of not less than 50 per cent, will entitle the student to proceed to the next higher unit of the subject; provided, however, that teachers are required to assign such standing, 40 per cent or 50 per cent as the case may be, only if the attainment in the subject is such that the student can reasonably be expected to proceed with profit to the next higher unit of the subject.**

(ii) **In Algebra 1 or Geometry 1, a standing of not less than 40 per cent will entitle the student to proceed with General Mathematics 2; and in Physics 1 or Chemistry 1, a standing of not less than 40 per cent will entitle the student to proceed with General Science 2.**

Limitation of Credits in Small Schools

9. **The general regulations governing recommendations for high-school credits in small schools are the following:**

(i) From schools of certain types, as set forth in the regulations which follow, recommendations for high-school credit may during an interim period be accepted by the Department of Education through a special arrangement with an Inspector or Divisional Superintendent of Schools; and **under such an arrangement, it will be permissible for such schools to operate on a programme that does not meet fully the standard requirement in instruction time.** In certain special cases, only 50 per cent of the standard requirement will be exacted.

(ii) **In all classrooms where it is proposed that one teacher offer instruction in high-school grades along with instruction in lower grades, such instruction in high-school grades shall not be authorized unless the Inspector or Divisional Superintendent is**

satisfied that part of the teacher's time can be taken for high-school instruction without depriving pupils of the lower grades of time for instruction that rightfully belongs to them.

Such authorization of instruction in high-school grades must be accompanied by an authorization of the programme of instruction for the lower grades.

(iii) Teachers shall not commit their high-school students to a final programme for the year, and to the purchase of textbooks or reference books, until such programme and the organization of the school for the year have been approved by an Inspector or Divisional Superintendent of Schools in accordance with regulation here set forth.

(See Regulation No. 17, below, re Form A and Form B cards).

10. (i) No instruction in high-school subjects shall be given in one-room schools where all of the grades below Grade X are represented.

(ii) If in a one-room school Grade VII is not represented, or Grade VIII, or both grades, the preceding regulation will still apply; for the reason that the minimum amount of the teacher's instruction time required for Grade IX work, even with no Grade VII or Grade VIII pupils present, is substantially the same as that required for **concurrent** and, to a large extent, combined instruction in the three grades. **No part of the teacher's time can therefore be released for instruction in high-school subjects.**

(iii) If in a one-room school Division I (Grades I, II and III) or Division II (Grades IV, V and VI) is not represented, the Inspector or Divisional Superintendent of Schools may, in his discretion, authorize the assignment of part of the teacher's instruction time to high-school subjects; **provided that the total number of credits carried by such subjects shall in no case exceed 24.**

(iv) If in a one-room school Grade IX is not represented, the Inspector or Divisional Superintendent of Schools may, in his discretion, authorize the assignment of part of the teacher's instruction time to high-school subjects; **provided the total number of credits carried by such subjects shall in no case exceed 15;** and provided further that if the school is one in which the Inspector or Divisional Superintendent would not authorize instruction in Grade IX subjects, instruction in high-school subjects shall not be authorized.

11. (i) In a school classroom where one teacher gives instruction from Grades VI to XI (inclusive), not more than twenty-four (24) periods a week shall be available for high-school instruction. In such a school, it will therefore be necessary to put the programme for Grades X and XI on a **three-year cycle.**

(ii) In a two-room school, where in the senior room instruction is offered in Grades VII, VIII IX and X (with or without Grade XI) the maximum number of periods per week available

for high-school instruction shall be **thirty-five (35)**. No student in such a school shall be granted more than **thirty (30) high-school credits in one year**.

12. In a school classroom where one teacher is offering instruction in Grade IX and higher grades, it will be permissible to operate on a programme meeting only 50 per cent of the standard requirement in instruction time. Consequently, 80 periods of instruction time will be available. Of these, **31 periods at least shall be devoted to instruction in Grade IX, and the remaining 49 periods may be used for instruction in the higher grades**.

The students in such a school will require five years to complete the programme of Grades IX, X, XI and XII. No student in such a school shall be granted more than **thirty (30) high-school credits in one year**.

If instruction is offered in Grades IX, X and XI in such a school, it will not be feasible to offer instruction in Grade XII.

13. (i) In a school classroom where one teacher gives instruction in Grades X, XI and XII, **not more than 70 periods of at least 20 minutes each shall be deemed to be available for instruction; and the total number of credits carried by the subjects in which instruction is offered shall not exceed 70**. No student in any grade in such a classroom shall be granted more than **thirty (30) high-school credits in one year**.

The programme for Grades X, XI and XII in such a school shall be put on a four-year basis.

(ii) In schools where one classroom is devoted exclusively to the work of high-school grades, there shall be made available in the room where Grades VII, VIII and IX are taught at least 70 periods of instruction, each of at least 20 minutes' duration, for these grades.

(iii) **Hereafter, pupils in high-school rooms, in which high-school grades only and not more than two such grades are taught, may be granted as many as thirty-five (35) credits for one year's work, provided all other requirements governing the programme are met.**

14. In schools where two teachers are doing the work of Grades IX, X, XI and XII, the amount of instruction time per period shall be **at least 65 per cent of the standard requirement**. On this basis, the number of instruction periods available will be 123, of which 33 shall be devoted to Grade IX work, and the remaining 90 to the work of Grades X, XI and XII.

In schools of this type it will be possible for some of the students to complete the high-school programme in three years, and to earn the maximum of **thirty-five (35) credits a year**.

15. In schools where two teachers are giving instruction in Grades X, XI and XII, the amount of instruction time per period shall be **at least 85 per cent of the standard requirement**. On this

basis, 94 periods per week will be available for instruction, which may be distributed amongst Grades X, XI and XII.

16. In schools where three or more teachers give instruction in Grades IX to XII, or in Grades X to XII, and where the conditions and equipment for teaching Commercial Electives are approved by an inspector of high schools, instruction in as many as two five-period Commercial Electives may be offered.

Acceptance of Recommendations Conditioned on Inspector's Approval of Organization

17. (i) During the last week of September there will be sent to every school in which intermediate and high-school grades are taught two card forms: Form A and Form B. The Form A card will show the intermediate and high-school organization for the year 1945-46, and the Form B card will show the optional subjects of Grade IX in which instruction will be given during the year.

A supply of these cards will be sent to the local Inspector or the Divisional Superintendent of Schools.

(ii) **The Principal of each school is asked to complete the Form A and Form B card forms and to return them to the local Inspector or Divisional Superintendent for approval before October 25, 1945.**

18. If the Inspector or Divisional Superintendent approves the organization shown on the forms and the list of subjects specified thereon, he will endorse his approval and return the forms to the Examinations Branch of the Department of Education. If he does not so approve, he will notify the principal or teacher concerned accordingly, requiring an adjustment of the teaching programme. After the adjustment has been made, he will endorse his approval on the amended forms and return them to the Examinations Branch.

All card forms shall be returned to the Examinations Branch, with the Inspector's approval endorsed thereon, before November 15, 1945.

19. **The Department of Education will not accept recommendations for credit from schools offering instruction in subjects of the High-School Programme during the year ending June 30, 1946, unless the following requirements have been satisfied:**

(i) **The Form A card, described above, has been returned to the Examinations Branch of the Department of Education bearing the Inspector's endorsement of approval.**

(ii) **The particular subject or subjects in which credit by recommendation is sought appear on the form bearing the Inspector's endorsement of approval.**

CORRESPONDENCE INSTRUCTION

The Correspondence-School Branch of the Department of Education offers its service to pupils in rural districts who would otherwise find it difficult to obtain instruction in elementary, intermediate or high-school subjects. A special Bulletin on "High-School Correspondence Courses" may be had from the Director of the Correspondence-School Branch.

PRIVATE STUDENTS

1. No high-school credits shall be granted for private study, unless the student is taking correspondence instruction under the direction of the Correspondence-School Branch.

2. No high-school credits shall be granted to students who are taking instruction in private schools that are not recognized by the Department of Education.

3. No high-school credits shall be granted for classroom instruction that has not been taken within regular school hours.

4. Adult students (twenty-one years of age, or older) who are proceeding under the regulations of the High-School Programme may apply to the High School and University Matriculation Examinations Board for permission to write on the Departmental Examinations in subjects of the Third Year without having taking classroom or correspondence instruction in such subjects; but they shall not be granted high-school credits on the results of such examinations.

DEPARTMENTAL EXAMINATIONS IN THIRD-YEAR (GRADE XII) SUBJECTS

The annual Departmental Examinations in subjects of the Third Year (Grade XII) will be held in June, 1946. The Grade IX Examinations will be held at the same time.

The **examination subjects** of the Third Year are the following: English 3 (two examinations—Literature and Language); Social Studies 3; Algebra 2, Trigonometry and Analytical Geometry (one examination); Physics 2, Chemistry 2, Biology 2; Latin 3, French 3 and German 3.

1. The examiners will employ approved modern techniques of testing. Accordingly, candidates may expect that the examinations will have the following features:

(i) Instead of "long" questions exclusively, there may be a few "long" questions together with a considerable number of "short" questions. This procedure will apply for all subjects.

(ii) There will be a considerable number of questions of the "objective" type: mainly "short-answer" and "multiple-choice."

(iii) The number of questions in each subject is likely to be larger than any candidate will be able to complete within the time

allowed. This feature is necessary in the testing procedure, but it will not be allowed to work against the legitimate interests of the candidates, who will be expected to do as much as they can. They should not be alarmed or disappointed if they find that they cannot answer all of the questions.

(iv) The "total" number of "marks" on a particular examination paper may not be 100, or 150, or 200—or any round number; and it will not be indicated. There will likewise be no preassigned or predetermined "pass mark." This mark will not necessarily be one-half of the possible score: it may be less—or more.

2. Teachers are asked to explain fully the following matters to their candidates:

(i) The objective techniques now in use on all Departmental examinations.

(ii) The principle that the new examinations are instruments for measuring achievement, not merely hurdles to be jumped, or tests to be "passed." The new examinations differ from the old in much the same way as an eight-foot scale for measuring the candidates' height in inches differs from a five-foot scale graduated in feet. No candidate is expected to "get all of the questions," just as none is expected to measure 96 inches in height. Moreover, the "pass mark" is determined statistically in relation to the performance of the group of candidates as a whole.

(iii) The fact that a candidate cannot forecast his final score on an examination by adding the Values assigned on the examination paper to the questions which he has answered correctly. That procedure may give his "raw score"; but his finally recorded score is a "transmuted score" on a new scale from zero to 100. This process of transmutation does not affect his rank in the group, but it does make it possible and convenient to compare his standing in one subject with that in another, or with that on a previous or subsequent examination.

The foregoing principles and explanations apply to the Grade IX examinations; but these examinations have been constructed to occupy much shorter periods of time.

Teachers will find the following books helpful on the subject of examinations:

Statistics for Teachers: Tiegs and Crawford (Houghton, Mifflin Co.).

The Use and Interpretation of High School Tests: Greene and Jorgensen (Longmans Green & Co.).

A uniform style of directions now has been adopted for all of the booklets to be used by candidates writing on the Grade IX and Grade XII examinations.

(i) The front cover page of each booklet is to be used for the title of the examination and for general directions. At the bottom

there is to be a box labelled "Candidate's No.," with the words underneath, in brackets, "For the use of examiners only."

(ii) There are three types of directions to appear on the front cover page: (a) general directions applicable to all examinations with respect to the time allowed and the use of booklets; (b) directions with regard to the questions; and (c) directions applicable to the particular examination only.

(iii) The following general directions are to appear on all booklets:

(a) The total time allowed for this paper is three hours. Distribute this time to best advantage, reading the paper, answering the questions and reviewing the work already done. Do not spend too much time on any one question.

(b) Do not write your name on this booklet.

(c) All your work, rough or finished, must be done in this booklet. (All spaces provided in the booklets are labelled "For rough work" or "For finished work.")

(d) Rough work may be done in pencil; finished work, except diagrams, should be done in ink.

Teachers are asked to acquaint their candidates with this description of the question booklets, and to explain to the candidates the meaning and purpose of the general directions. In this connection it should be noted that on the Grade XII examinations, in English especially, and to some extent in Social Studies, the three-hour period includes time for reading the questions, the number and content of the questions having been reduced accordingly. On the Grade XII Mathematics and Science examinations, however, many questions are asked, some requiring only a very short time to answer, and others requiring sustained work and thought. Here the candidate will spend nearly the full period in selecting questions and answering them. The Grade XII examinations in Latin, French or German call for no special comment.

Examinations in English:

3. Since the teaching of English is now the responsibility of all teachers without regard to the particular subject taught, a procedure for the evaluation of English will be applied to candidates' answer papers in examination subjects, though not necessarily in the same subject every year. With respect to each subject in which English is evaluated, the score for English will be part of the candidate's total score.

(i) The examination in English 3 consists of two parts: Part I on Reading and Literature, and Part II on Language. The two parts will **not** be given during the same half-day session.

The Literature score is given on the results of a written test, mainly of reading comprehension and literary appreciation, to be set on "sight" selections. There will be no attempt to examine

specifically on selections from the prescribed or authorized reading; but a few general questions on this reading may be given along with the questions on "sight" selections.

Part II of the examination in English 3 is a test on Language. Of the final possible score, 30 per cent will be derived from the evaluation for English Language of certain questions of Literature; and 70 per cent will come from questions on language usage, and from questions of types denoted by the term "composition," including an essay. This essay will be evaluated for English Language with much the same procedure as that applied to the evaluation of certain questions of Literature as mentioned above.

(ii) The general procedures of evaluation for English Language will be the same as those which have been used during the last few years for the Grade IX Examinations. **It is very important to note that one or more of the candidates' answer papers in subjects other than English will be evaluated also for English language by means of the procedures just mentioned.** All evaluations for English Language will be made by a special group of sub-examiners, and not by those who score for content.

(iii) All candidates must write on both parts of the English 3 examination. Candidates who already have standing in English Literature 4 of the former programme will write on Language only.

4. (i) Credits are granted through the Examinations Branch of the Department of Education in accordance with the regulations governing recommendations for credit as set forth on pages 22 to 28 of this Bulletin.

(ii) Credits on the subjects of the First Year or Second Year are based on the recommendations of the Principal's Confidential Report.

(iii) Credits in subjects of the Third Year are based on the Principal's Confidential Report together with the results of the Departmental Examinations.

5. (i) Subject to the exceptions stated in Regulation No. 8 on page 9, above, high-school students will not be permitted to write on the Departmental Examinations in subjects of the Third Year in which they have **not** taken classroom instruction during a period of at least 150 days, or correspondence instruction.

(ii) Adult students who are twenty-one years of age, or older, may apply to the High School and University Matriculation Examinations Board for permission to write on the Departmental Examinations in subjects of the Third Year without having taken classroom or correspondence instruction in such subjects. Such students shall not be entitled to high-school credit for the subjects in which they take examinations, but only to a statement showing the results obtained.

(iii) Teachers who are completing Grade XII under former regulations will be permitted to write on the Departmental Examinations in subjects of the Third Year without having taken classroom or correspondence instruction.

Supplemental Examinations.

6. During the month of August, 1946, Supplemental Examinations will be conducted by the Department of Education in all of the examination subjects of the Third Year.

Save in the case of illness duly attested by a medical certificate from a physician, no student will be permitted to write on the supplemental examination in a subject on which he has not already written in the June preceding.

The foregoing rule will not be applied to teachers who are qualifying for a higher certificate; or to candidates who already hold the High-School Diploma, or who are entitled to the Diploma, having completed the necessary requirements; or to adult students.

Special Circular on Examinations.

7. Early in 1946 the Department will issue a special circular relating to the dates of the examinations, the application forms required from principals, the schedule of fees and the operation of school classrooms during the period of examinations.

REGULATIONS RELATING TO MUSIC

CREDIT FOR PRIVATE STUDY OF MUSIC

N.B.—A special Bulletin on Music may be had from the office of the Director of Curriculum.

This Bulletin describes the place of Music on the school programme and shows how school credit may be secured for the private study of Music.

1. The Department will recognize for credit the certificates or diplomas of the principal Boards conducting examinations in Music in the Province. Standing in both Practical Proficiency and Theory is required.

2. High-School students who have taken private instruction in instrumental Music or in vocal Music, including both Theory and Practical Proficiency, may be granted credits in Music 1, 2 or 3 of the High-School Programme, on presenting one or more certificates or diplomas according to the requirements set forth in the table on page 36 of this Bulletin.

3. A student whose proficiency in pianoforte Music is judged and certified by a competent musician to be equal to that required for the practical examination shown below, and who also has taken regular high-school instruction in Theory and Music Appreciation

as prescribed for the high-school course in Music 1, may be recommended for credits in Music 1:

| | |
|--|--------------|
| Western Board of Music..... | Grade V |
| Toronto Conservatory of Music..... | Grade VI |
| McGill Conservatorium..... | Junior Grade |
| Associated Board of Royal Schools..... | Grade IV |

4. Students presenting documents from approved conservatories or examining boards which entitle them to credits in Music 2 or 3 of the High-School Programme may be granted credits also in Music 1, or Music 2, or Music 1 and 2, as the case may be, with the following provisions:

(i) Such students shall submit to the Examinations Branch of the Department of Education a statement from a competent musician certifying that they have prepared, properly and satisfactorily, the selections prescribed for the conservatory grades corresponding to Music 1, or Music 2, or both, as the case may be, or other selections recognized as equivalent thereto.

(ii) Such students shall be not granted more than 35 high-school credits in one year; and of these 35 credits, not more than 4 shall be granted in Music.

EXAMINATIONS IN MUSIC

The University of Alberta and the Department of Education for the Province of Alberta, in association with the Universities of Saskatchewan and Manitoba, and the Departments of Education for the Provinces of Saskatchewan and Manitoba, conduct a series of Local Examinations in Music, Practical and Theoretical, extending from the First Grade to the Professional Diplomas of Associate and Licentiate.

Practical examinations are held at various centres during the months of May or June.

Written examinations in the Theory of Music may be held at any Local Centre, by special arrangement, during February, and May or June.

The Department of Education conducts annually the examinations of the Western Board of Music for Grades **below** the Associateship and Licentiateship.

N.B.—These examinations are for students who take private instruction in instrumental or vocal Music, and not for students who take the high-school courses in Music.

ESTABLISHMENT OF LOCAL CENTRE

Before an examination can be held at a Local Centre the number of candidates must be sufficient to justify the expense incurred.

Exact dates for Practical and Theoretical Examinations at individual centres will be arranged only after entries are complete. Applications for the establishment of Local Centres should be made to the Director of Curriculum, Department of Education, Government Buildings, Edmonton.

GRADES AND CERTIFICATES

The examinations in Piano are divided into twelve progressive grades: Grade One, Grade Two, Grade Three, Grade Four, Grade Five, Grade Six, Grade Seven, Grade Eight, Grade Nine, Grade Ten (First Year Associate Diploma), Grade Eleven (Second Year Associate Diploma), Grade Twelve (Licentiate Diploma).

The examinations in Organ, Violin and Violincello are in seven grades for the Associate Diploma, followed by the Licentiate year.

The examinations in Singing are in five grades for the Associate Diploma, followed by the Licentiate year.

To obtain a certificate, candidates must fulfil both the practical and theoretic requirements, with the exception of Grades One, Two and Three in Piano, for which no written examinations are required. A certificate in proficiency in playing only will be granted to successful candidates in these three grades.

Candidates in other grades are recommended to take the theory examination first and, in any case, not to allow more than one year to elapse between the theoretic and practical examinations.

In both the theoretic and practical examinations sixty per cent of the total marks is required for a Pass, seventy per cent for Honours, eighty per cent for High Honours.

The Music Syllabus issued by the *Western Board of Music*, and further information with respect to requirements in Music, are available on request from the Examinations Branch of the Department of Education.

TABLE SHOWING STANDING IN SCHOOL MUSIC (OF GRADES IX, X, XI OR XII)

Granted for Certificates or Diplomas of Prescribed Grades from Recognized Examining Board of Music

| EXAMINING BOARD | | SCHOOL GRADE | | PRESCRIBED GRADES FROM EXAMINING BOARDS | | | | |
|--------------------------------|--|---|--|--|--|--|--|--|
| | | Piano | Violin | Viollncello | Singing | Theory | | |
| Western Board of Music | Grade IX Grade X (Music 1) Grade XI (Music 2) Grade XII (Music 3) | Grade IV Grade V Grade VI Grade VII | Grade II Grade III Grade IV Grade V | | Grade I Grade II Grade III | Grade III Grade IV Grade V | | |
| | Grade IX Grade X (Music 1) Grade XI (Music 2) Grade XII (Music 3) | Grade V Grade VI Grade VII Grade VIII | Grade III Grade IV Grade V Grade VII | Grade II Grade VI Grade VIII Grade IX | Grade II Grade VI Grade VIII | Grade I Grade II Grade II with Grade III Harmony | | |
| McGill Conservatorium of Music | Grade IX Grade X (Music 1) Grade XI (Music 2) Grade XII (Music 3) | Junior Grade Intermediate Grade Senior Grade Highest Grade | Elementary Grade Junior Grade Intermediate Grade Senior Grade | Elementary Grade Junior Grade Intermediate Grade Senior Grade | Elementary Grade Junior Grade Intermediate Grade | Junior Grade Advanced Junior Grade Intermediate Grade | | |
| | Grade IX Grade X (Music 1) Grade XI (Music 2) Grade XII (Music 3) | Grade IV Grade V Grade VI Grade VII | Grade III Grade IV Grade V Grade VII | Grade III Grade IV Grade V Grade VI | Grade IV Grade V Grade VI | Grammar of Music Grade III Grammar of Music Grade IV Harmony, Grade IV | | |

ADMISSION TO TRAINING FOR NURSING

Under the provisions of **The Registered Nurses Act, 1941**, candidates for training will be required, after June 1, 1942, to hold "a high-school graduation diploma granted by the Department of Education of the Province of Alberta, disclosing successful completion of courses in Chemistry 2 and either Physics 2 or Biology," or have an equivalent educational standing.

"Successful completion" means a "B" standing, at least, and "Biology" means Biology 2.

The matriculation requirements for the degrees of B.Sc. in Nursing are set out on page 41. The third-year subjects are English 3, Social Studies 3, Algebra 2, Trigonometry and Analytical Geometry, Physics 2 or Biology 2, Chemistry 2 and a third unit of a language, preferably Latin.

Requirements for Matriculation

All students in Alberta high schools who intend to enter the University of Alberta are required by the Department of Education to follow the revised Programme of Studies for the High School, which includes three years of attendance and instruction leading to the High-School Diploma. Such students are advised to consult the Calendar of the University or the Matriculation Bulletin issued by the University and, in case of doubt, to write to the Registrar of the University and not to the Department of Education.

GENERAL REGULATIONS GOVERNING ADMISSION

The courses of study in the University are open to men and women on equal terms.

Owing to limited facilities, it has been found necessary to restrict registration in certain faculties and schools. Students wishing to enter the Faculty of Applied Science, the School of Household Economics, or the School of Pharmacy should submit applications to the Registrar before August 31st. Those who have an average of 65% in the required courses of Grade XII will be accepted to the limit of available accommodation. If further accommodation is available, students with an average below 65% will be considered with regard to academic standing and to priority of application.

For students entering the Faculty of Arts and Science to proceed later into Dentistry or Medicine, an average of at least 60% on the courses of Grade XII is required for admission to the first year, and for candidates for the D.D.S. degree there is a quota at the end of the first year; and for candidates for the combined degrees of B.Sc., M.D. or B.Sc., D.D.S. there is a quota at the end of the second year at the time of entrance to the

professional faculty. All students wishing to enter the first professional year of Medicine or Dentistry are required to make application before June 1st. Consideration for admission to the limit of available accommodation, will be given to those students who have an average of at least 65% in the work of the preceding year.

It must be distinctly understood that no student can be guaranteed admission to either Medicine or Dentistry on the basis of academic standing alone. It is very desirable that prospective students should arrange for a personal interview. The possession of personal qualities necessary for successful practice will be stressed. Further, any student whose performance in the work of any professional year is unsatisfactory to the Faculty will not be permitted to continue in the study of either Medicine or Dentistry.

GENERAL MATRICULATION

For admission to any faculty: standing in the following courses of Grade XII and in their prerequisite courses with at least B standing in all courses:

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
5. Third unit of a foreign language.
6. Physics 2.
7. Chemistry 2.

I.—FACULTY OF ARTS AND SCIENCE

For the degrees of B.A., B.Sc. and B.Com.: standing in the following courses of Grade XII and in their prerequisite courses with at least B standing in all courses—

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
- *5. Third unit of a foreign language.
- 6 and 7. Two of: Physics 2, Chemistry 2, Biology 2.

*Students intending to enter the course leading to the Bachelor of Commerce degree should note that a modern language is required during the university course.

For the degree of B.A. only, in the case of students interested primarily in languages or social studies: standing in the following

courses of Grade XII and in their prerequisite courses with at least B standing in all courses—

1. English 3.
2. Social Studies 3.
3. Third unit of a foreign language.
- *4. Third unit of a second foreign language.
- 5, 6 and 7. Three of: Algebra 2, Trigonometry and Analytical Geometry, Physics 2 or Chemistry 2, Biology 2.

*Students who desire to matriculate for this degree should plan to spend four years in high school, since they cannot secure third-year standing in **two** foreign languages in three years of high-school work.

For the degree of B.Sc. in Household Economics: the same as for the B.Sc. degree except that Physics 2 and Chemistry 2 are both required.

For the degree of B.H.Ec.: the same as for students from a School of Agriculture who enter the B.Sc. course in Agriculture. (See Agriculture below.)

II.—FACULTY OF AGRICULTURE

For the degree of B.Sc. in Agriculture: The High School diploma with B standing in the following courses and their prerequisite courses, either—

- I.
 1. English 3.
 2. Social Studies 3.
 3. Algebra 2.
 4. Trigonometry and Analytical Geometry.
 5. Physics 2 or Chemistry 2.
 6. The second unit of a foreign language.
 7. One of Chemistry 2, Physics 2, Biology 2, or the third unit of the foreign language elected under heading 6,

or

- II. A certificate of graduation from a Provincial School of Agriculture together with not less than 70 high school credits including English 2, Social Studies 2, Algebra 1, Geometry 1.

For the combined degrees of B.A. and B.Sc. in Agriculture: the same as for the degree of B.Sc. in the Faculty of Arts and Science.

III.—FACULTY OF APPLIED SCIENCE

For the degree of B.Sc. in Engineering: standing in the following courses of Grade XII and in their prerequisite courses with at least B standing in all courses—

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
5. Physics 2.
6. Chemistry 2.
7. Third unit of a foreign language.

For the combined degrees of B.A. and B.Sc. in Engineering: a 60% average in courses prescribed for the degree of B.Sc. in Engineering.

IV.—FACULTY OF DENTISTRY

For the degree of D.D.S.: a 60% average in the following courses of Grade XII and B standing in their prerequisite courses:

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
5. Physics 2.
6. Chemistry 2.
7. French 3 or German 3 or Latin 3.

V.—FACULTY OF LAW

For the degree of LL.B.: Either the degree of B.A. or its equivalent as accepted by the Committee on Admissions, or registration for the combined degrees of B.A., LL.B.

For the combined degrees of B.A. and LL.B.: the same as for the degree of B.Sc. in the Faculty of Arts and Science.

VI.—FACULTY OF MEDICINE

For the degree of B.Sc., M.D.: a 60% average in the following courses of Grade XII and B standing in their prerequisite courses—

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
5. Physics 2.
6. Chemistry 2.
7. French 3 or German 3 or Latin 3.

For the degree of B.Sc. in Nursing or the diploma in Nursing: a 60% average in the following courses of Grade XII and B standing in their prerequisite courses—

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
5. Physics 2 or Biology 2.
6. Chemistry 2.
7. French 3 or German 3 or Latin 3.

For the B.Sc. degree in Pharmacy and the diploma in Pharmacy: a minimum of practical experience as required by the Alberta Pharmaceutical Association, and at least B standing in the following courses of Grade XII and in their prerequisite courses—

1. English 3.
2. Social Studies 3.
3. Algebra 2.
4. Trigonometry and Analytical Geometry.
5. Physics 2.
6. Chemistry 2.
7. Latin 3 or French 3 or German 3.

N.B.—Credit in General Mathematics 2, or in General Science 2, cannot be used by students who seek matriculation standing.

VII.—FACULTY OF EDUCATION

From and after July 1st, 1945, all teacher-training in Alberta will be given by the Faculty of Education, University of Alberta. Heretofore, only high school teachers were trained by the University; in future, both elementary and high school teachers as well as those of all special subjects will be trained in the Faculty of Education. The basic period of teacher-training has been increased from one to two years and all work completed will carry credit towards a university degree. At the end of the two-year period of training successful candidates will have completed two years of the four-year B.Ed. syllabus. The work of the third and fourth years may be completed in later summer and winter sessions. Henceforth, all candidates for the teaching professions whether interested in kindergarten, elementary or high school teaching, may proceed directly from high school through teacher-training and later summer sessions to a Bachelor of Education degree obtaining at each stage of progress full credit towards a university degree.

Length of the Training Period Has Been Increased

In future the initial training period of all candidates for the Interim Elementary and Intermediate School Certificates or for the Interim Junior Certificate for the High School, will be two years in length. Candidates for these interim certificates will be registered in the Faculty of Education for the first two years of the Bachelor of Education undergraduate programme. Applicants may be accepted for training if they hold a high school diploma and have clear matriculation credit with at least B standing in the following subjects of the high school curriculum:

- (a) Algebra 1 or Geometry 1.
- (b) Physics 1 or Chemistry 1.
- (c) Biology 1 or Biology 2.
- (d) Art 1 and Music 1. (Until further notice students with deficiencies in Art 1 and Music 1 will be permitted to clear these deficiencies after beginning their training in the Faculty of Education).
- (e) English 3 and Social Studies 3.
- (f) Algebra 2 and Chemistry 2; or
French 3 and Latin 2; or
Latin 3 and French 2;
or any three Grade XII departmental examination subjects
additional to English and Social Studies.

Prospective high school teachers wishing to specialize in commercial, home economics or industrial arts subjects, will be admitted if they have credit in subjects of groups (a), (b), (c), (d) and (e) above and have in lieu of group (f) the appropriate credits from the following:

Commercial: Typewriting 2, Stenography 2 and Secretarial Training.

Household Economics: Either Chemistry 2 and Household Economics 2, or Chemistry 2, Household Economics 1 and one additional Grade XII credit in foreign languages, mathematics or science.

Industrial Arts: Either Trigonometry and Geometry and General Shop 2, or Trigonometry and Geometry, General Shop 1 and one additional Grade XII credit in Foreign Languages, Mathematics or Science.

THE REQUIREMENTS FOR MATRICULATION AT THE UNIVERSITY OF ALBERTA

| I. FACULTY OF ARTS AND SCIENCES | | II. PROFESSIONAL FACULTIES (MEDICINE, DENTISTRY, PHARMACY, APPLIED SCIENCE) | | III. B.A. (SPECIAL) | | IV. FACULTY OF EDUCATION |
|--|---|---|---|--|---|--|
| Grade XI | Grade XII | Grade XI | Grade XII | Grade XI | Grade XII | See detailed state- ment on previous page. |
| English 2—[5] Social Studies 2— [5] Geometry 1—[5] or Algebra 1—[5] | English 3—[5] Social Studies 3—[5] Algebra 2—[5] Trigonometry and Analytical Geometry —[5] | English 2—[5] Social Studies 2—[5] Geometry 1—[5] or Algebra 1—[5] Chemistry 1—[5] or Physics 1—[5] (3) Biology 2—[5] | English 3—[5] Social Studies 3—[5] Algebra 2—[5] Trigonometry and Analytical Geometry —[5] Physics 2—[5] Chemistry 2—[5] | English 2—[5] Social Studies 2— [5] Geometry 1—[5], or Algebra 1—[5] Foreign Language 2—[5] Second Foreign Language 1—[5] | English 3—[5] Social Studies 3—[5] Three of the following: (1) Algebra 2—[5] (2) Trigonometry and Analytical Geometry—[5] (3) Physics 2—[5] or Chemistry 2—[5] (4) Biology 2—[5] Foreign Language 3—[5] *Second Foreign Language 2—[5] | |
| Chemistry 1—[5] or Physics 1—[5] Foreign Language 2—[5] | Two of the following: (1) Physics 2—[5] (2) Chemistry 2—[5] (3) Biology 2—[5] Foreign Language 3—[5] | Foreign Language 2—[5] | Foreign Language 3—[5] | | | |
| 25 | 35 | 25 | 35 | 25 | 35 | |
| 10 | | 10 | | 10 | | |

*—Matriculation for the special B.A. degree requires also a third unit of a second foreign language. To meet this requirement, a four-year course should be planned.

Social Studies 3

For the year 1945-46, the content of Social Studies 3 has been revised in order to give teachers and students more time for the study of current events, and of the political, economic and social problems emerging from the war. The following schedule is to be substituted for the outline of the four units of Social Studies 3 which begins at the bottom of page 33 of Bulletin III of the Programme of Studies for the High School and which continues to the middle of page 37 of that Bulletin. This schedule supersedes, also, the Supplement to Bulletin III "Re Social Studies 3" which appeared in the Regulation of the Department of Education for the year ending July 31st, 1944, on pages 36 to 41.

Current Events.

Current Events—the major developments of the current year—are to be given attention through the year, and, on the average, an amount of time represented by from three to four periods a month. The procedure should include not only the incidental discussion of outstanding events from day to day, but also the systematic reading of newspapers, periodicals and other sources of information.

Recent events (since 1939) of outstanding importance should be treated in connection with Units II, III and IV.

I. INTERNATIONAL RELATIONSHIPS

1. The Peace Settlements, 1919-1920; examination of the Treaty of Versailles. Changes in the map of Europe as results of the War, 1914-1918.
2. The constitution and purpose of the League of Nations. Major problems dealt with by the League.
3. Comparison of the Peace Settlements of 1919-1920 with the Peace Settlements of 1945-46. (This need not be dealt with at length in the early part of the school year, but may be left until the time when III B of this outline is being taken.)

II. HISTORICAL DEVELOPMENTS SINCE 1920.

Important Note: This unit may be regarded as a survey of the background of World War II, enabling students to understand the basic causes of this War and its relationship to World War I. Events from 1920 to 1931 should be treated in general terms and those subsequent to 1931 with somewhat more detail.

A. THE AXIS POWERS.

Brief resumes covering the rise of Fascism in Italy, the National Socialist (Nazi) regime in Germany, and

Japanese Imperialism. Salient features of these governments. The aggressive policies of these nations.

B. THE UNITED NATIONS.

1. Great Britain.

- (a) Postwar economic problems.
- (b) The rise of the Labour Party.
- (c) The National Government administration after 1931.
- (d) The policy of appeasement as followed with regard to the first aggressions of the Axis nations.
- (e) British democracy under the leadership of Winston Churchill.
- (f) Britain's war effort.

2. The United States.

- (a) How the Republican administration dealt with the problems of the depression and farm rehabilitation.
- (b) The "New Deal" programme of President Roosevelt: its objectives, methods and results.
- (c) United States' foreign policy, 1930-1940; isolationism.
- (d) American democracy in the world struggle against totalitarianism.

3. Russia.

- (a) The land and its people.
- (b) The Lenin regime and the rise of Stalin.
- (c) The five-year plans.
- (d) The new Russian constitution.
- (e) An estimate of the Russian experiment.
- (f) Russia's part in the War.

4. France.

- (a) Problems of reconstruction after World War I.
- (b) The Popular Front government.
- (c) Defeatism in France in the early part of World War II.

- (d) Rebirth of French national spirit; Free French and underground movements during the period of German occupation.
- (e) Present efforts of France in war and reconstruction.

5. China.

- (a) The Chinese Nationalist party and its programme.
- (b) The regime of Chiang Kai-shek.
- (c) Internal difficulties; China's present position in the war with Japan.

C. EXAMPLES OF INTERNATIONAL CO-OPERATION.

1. The British Commonwealth of Nations. Constitutional adjustments.

- (a) Self-government for Ireland and India.
- (b) The interpretation of Dominion status, as granted by the Statute of Westminster to the overseas Dominions.

2. The Pan-American Movement.

Events since 1935 and recent trends in Latin-American countries.

III. THE SECOND WORLD WAR AND PROPOSALS FOR PERMANENT PEACE.

A. GEOGRAPHICAL STUDY OF THE VARIOUS WAR THEATRES AND GENERAL SURVEY OF THE WAR.

1. Central Europe; Western Europe (Denmark, Norway, Holland, Belgium, France, Western Germany): the Mediterranean area (including North Africa, Italy); Russia and the Balkans; the Far East.
2. A **brief** survey of the general course of the War, 1939-1945. Study of the significance of the main events.

Note—A greatly amplified study of the following is **not** required. From the map study in 1 the class should go on to the following outline:

THE WAR'S FIRST PHASE: SEPTEMBER 1939-AUGUST 1940.

1939 Invasion of Poland by Germany. Declaration of war by Britain, France, Canada.

1940 German invasion of Denmark and Norway. German advances to the west. Invasion of France. Franco-German armistice, June 17th, 1940.

THE WAR'S SECOND PHASE: DEADLOCK, AUGUST 1940-DECEMBER 1941.

Britain stands alone. The Battle of Britain, August-October 1940. Air attacks. Naval blockade. Defence of Britain by air forces and fleet.

German attack on Russia (June 22nd, 1941.)

THE WAR'S THIRD PHASE: UNITED STATES' PARTICIPATION.

Attack of Japan on Pearl Harbor, December 7th, 1941. United States declared war on Germany and Italy. Britain declared war on Japan.

Initial Japanese victories in 1942. German advances in Russia in 1942 and 1943.

Allied landings in North Africa, November 8th, 1942. British victory at El Alamein; retreat of Germans in Egypt and Libya.

Tide of German invasion turned at Stalingrad, February 1943.

Tunisian campaign. Sicilian campaign.

Italian Armistice, September 1943.

Allied invasion of Italy. Air attacks on Germany.

THE WAR'S FOURTH PHASE: INVASION OF EUROPE.

Advances of United Nations' forces toward Germany in Italy and Russia.

Allied armies landed in Normandy to begin battle of France, June 6th, 1944.

Advance of United Nations' forces in Pacific area and Burma.

1945 advances into Germany territory by the Russian armies, by British, Canadian, United States and other Allied Forces. The fall of Berlin. German surrender.

End of Italian campaign. The successful campaign in the Philippines and Pacific islands, against Japan.

3. Canada's Part in the War, 1939-1945.

(a) The strength of Canada's Armed Forces.

| | Pre-War | Strength in April 1945 |
|-----------|---------|--|
| Navy | 1,700 | 90,000 (85,000 men, 5,000 women) |
| Army | 4,500 | 465,000 (450,000 men, 15,000 women) |
| Air Force | 4,000 | 202,000 (188,000 men, 14,000 women) |

The losses through casualties.

- (b) The army's part in the war in the various theatres. Canadian forces established in Britain for defence of Britain from invasion and to prepare for invasion of Europe. Attacking forces at Hong Kong, Dieppe. Landings in North Africa, Sicily, Italy. The invasion of northern France. The invasion of Germany.

The British Commonwealth Air-Training Plan. Its extent. The establishments for air-training in Canada. Participation of R.C.A.F. squadrons in raids on Germany and German-held Europe.

Canadian participation in Battle of Britain; service in various fields; coastal defence of Canada, ferry command, navy air-arm.

Canadian airmen in North Africa, Russia, India, Burma.

Protection of Canada's coasts by the Navy.

Guarding of shipping approaching and leaving Canada's shores.

Co-operation with other naval forces of the Empire.

The Battle of the Atlantic.

- (c) Canada's contribution in food and military supplies.
- (d) Principal wartime economic controls. The War-time Prices and Trade Board. Success of the measures taken to prevent inflation.
- (e) Financing Canada's war effort.
4. The ideals of the United Nations.

- (a) The Four Freedoms (stated in the President's message to Congress, January 1941.)

The Atlantic Charter (August 1941.)

The Declaration of the United Nations (at Washington conference of 26 United Nations, January 1942.)

- (b) War and peace aims become more and more definite through decisions reached at conferences of leaders at:

Washington, January, 1942.

Casablanca, January, 1943.

Quebec, August, 1943.

Moscow, September, 1943.

Cairo and Teheran, December, 1943.

Dumbarton Oaks (Washington), 1944.

The Crimea Conference (Yalta), 1945.

San Francisco, April and May, 1945.

- (c) Economics, Social, Technical Conferences and Organization of Administrative Agencies.

League of Nations Agencies:

Commission on Health.

Commission on Economics and Finance.

International Labour Organization.

Court of International Justice.

International Institute for Intellectual Co-operation.

United Nations Conference on Food and Agriculture held at Hot Springs, Virginia, May, 1943. United Nations Relief and Rehabilitation Administration (UNRRA) set up following a conference of representatives of 44 nations at Washington, November, 1943. Canada's contribution to UNRRA.

Organization for Allied control of occupied territories (called at first AMGOT, later Allied Military Government—AMG, then control commission.)

Economic and Social Council of the Peace Organization proposed at Dumbarton Oaks, 1944, and San Francisco, 1945.

B. LEADERSHIP OF THE UNITED NATIONS IN SETTING UP A PERMANENT INTERNATIONAL ORGANIZATION TO MAINTAIN PEACE.

1. The plans which were under consideration at the conference at Dumbarton Oaks (Washington, 1944) and at San Francisco. (1945).
General outline of the proposed International Organization for Peace.
2. Comparison of these plans with those of the League of Nations after World War I.
3. Critical study of the Peace Plans, with particular reference to Canada's prospective part in the International Organization.

IV. CANADA IN THE POST-WAR WORLD.

A. REVIEW OF CANADIAN CONSTITUTIONAL DEVELOPMENT.

Crown Colony under Proclamation of George III and the Quebec Act.

Partial self-government in British North American colonies under the Constitutional Act.

The Union Act and achievement of responsible government.

The British North America Act and the extension of the federal plan.

The Statute of Westminster.

B. FOREIGN POLICY.

1. Survey of Canada's pre-war policy: No commitments in advance, no assumption of responsibility for world order.
2. Foreign policy during the War 1939-1945.
 - (a) Proposals for collective security under some form of world league.
 - (b) Full participation in the British Commonwealth as an equal partner.
 - (c) Close co-operation with the United States.
 - (d) Growth of contacts with Latin America.

C. ECONOMIC PROBLEMS.

1. Free enterprise or socialized industry. A possible compromise—free enterprise supplemented and partially regulated by the government.
2. Canadian Trade.
 - (a) The nature and extent of Canada's peace-time trade with Britain and other partners in the Empire.
 - (b) The nature and extent of Canada's trade with the United States and other countries.
 - (c) Brief survey of past commercial policies (protection, reciprocity, imperial preference, policy of compromise).
 - (d) The necessity of freer international trade, modification of protectionist policy, and removal of restrictions on trade in which Canada will have a part.
 - (e) Trade and commerce between the parts of Canada; air-borne trade.
3. Possibilities of full employment.
 - (a) Unemployment during the depression in the thirties contrasted with war-time full employment.

- (b) The return to peace-time economy of ex-service men and women and war workers; prospects for full employment. New types of employment, need for more skilled workers.
 - (c) Extension of areas of settlement, public works projects, development of the Northland.
 - (d) Is full employment possible under the present economic system?
 - (e) Is full employment possible under the present financial system?
 - (f) Plans for equating production and distribution.
4. Financing Canada's war effort.
Taxation, borrowing, inflation, national debt.
Proposed changes in monetary policy.

D. SOCIAL SECURITY.

1. Existing social legislation in Canada. Examples: Workmen's Compensation Acts, Minimum Wage Acts, Unemployment Insurance, Old Age Pensions, Mothers' Allowances.
2. The proposed Marsh Plan—advantages and disadvantages, financing, proposed health insurance. Partial implementation in 1944 legislation covering family allowances.

E. PROBLEMS ARISING OUT OF CANADA'S PROXIMITY TO THE UNITED STATES.

1. Earlier co-operation; the International Joint Commission of 1910.
2. Joint co-operative committee established during the War, 1939-1945.

F. POLITICAL PROBLEMS.

1. Political parties in the federal field.
Names, leaders, announced policies, numerical strength.
Significance of increasing number of political parties.
2. Canadian unity.
Factors promoting unity; factors hindering unity.
3. Relations between the Dominion and the Province.
Desirability of amendment of the British North America Act. Various proposals with regard to such amendment.

4. The Future of Canadian Democracy.

Effect of war-time controls; orders in council in advance of legislation; need for development of individual responsibility; dangers of centralization of authority in the hands of the executive; need for growth of enlightened public opinion.

CURRENT EVENTS.

Current events related to the foregoing topics.

RE: TEXTBOOKS AND REFERENCE BOOKS FOR SOCIAL STUDIES 3.

Teachers will find it desirable to have their classes supplement the factual material concerning the period from 1914 to the present, by use of Landman's "New Outline of the World Since 1914" and Bagnall's "Contemporary Problems."

The lists below contain the references at present obtainable; all other books listed on pages 38 to 41 of Bulletin III are now out of print.

Primary References:

| | |
|---|--------|
| Bagnall: <i>Contemporary Problems</i> (School-Book Branch) | \$.75 |
| Landman: <i>New Outline in History of the World Since 1914</i> (School-Book Branch) | 1.30 |
| Benns: <i>Europe Since 1914</i> (School-Book Branch) | 5.60 |
| Langsam: <i>The World Since 1914</i> (School-Book Branch) | 4.50 |
| Hasluck: <i>Foreign Affairs, 1919-1937</i> (School-Book Branch) .. | 2.75 |
| Simonds and Emeny: <i>The Great Powers in World Politics</i> (School-Book Branch) | 4.50 |
| Buell et al: <i>New Governments in Europe</i> (School-Book Branch) | 2.10 |
| Gaythorn Hardy: <i>A Short History of International Affairs, 1920-1938</i> (School-Book Branch) | 2.75 |
| Carr: <i>International Relations Since the Peace Treaties</i> (School-Book Branch) | 1.35 |
| Gibberd: <i>The League: Its Successes and Failures</i> (School-Book Branch) | .70 |

Secondary References:

| | |
|--|--------|
| Becker and Duncalf: <i>The Story of Civilization</i> (School-Book Branch). This book is easy reading for Grade XII..... | \$3.20 |
| Ward: <i>The International Share-out</i> (School-Book Branch) | .75 |
| Anderson: <i>Problems in Canadian Unity</i> (School-Book Branch) | .75 |
| Strange: <i>Canada, the Pacific and War</i> (School-Book Branch) | 1.00 |
| Soward: <i>Moulders of National Destiny</i> (School-Book Branch) | .65 |
| Pickles: <i>Europe</i> (School-Book Branch). A very useful geography of Europe..... | 1.10 |
| Trotter: <i>The British Empire-Commonwealth</i> (School-Book Branch) | 1.35 |
| Williamson: <i>The British Empire and Commonwealth</i> (School-Book Branch) | 2.00 |
| Packard et al: <i>The Nations Today</i> (School-Book Branch). A physical, industrial and commercial geography..... | 2.50 |
| <i>The Headline Books</i> (Foreign Policy Association, 8-W. 40 St., New York, N.Y.) The following are titles of useful books: | |
| <i>War in China.</i> | |
| <i>The Puzzle of Palestine.</i> | |
| <i>America Contradicts Herself.</i> | |
| (The Headline Books may be obtained from the Literature Service, League of Nations Society of Canada, 124 Wellington St., Ottawa.) | |
| <i>Report of the Rowell Commission</i> , Part I—Summary of the Report (School-Book Branch) | .40 |
| <i>Report of the Rowell Commission</i> , Part II—A criticism of the Report (School-Book Branch) | .40 |
| <i>Canada Year Book</i> (Dominion Bureau of Statistics, Department of Trade and Commerce, Ottawa.) | |
| <i>The Case for Alberta</i> (King's Printer, Edmonton.) | |
| <i>Handbook of the NRA</i> (Federal Codes, Inc.) | |

Advanced References for the Teacher:

| | |
|---|------|
| Boak, Hyma and Slossom: <i>The Growth of European Civilization</i> (School-Book Branch) | 6.30 |
| Faulkner: <i>American Political and Social History</i> (School-Book Branch) | 5.60 |

Interesting Reading for Students:

| | |
|--|------|
| Gunther: <i>Inside Europe</i> (School-Book Branch) | 4.00 |
| Reed: <i>Insanity Fair</i> (School-Book Branch) | 3.50 |
| Overstreet: <i>Let Me Think</i> (School-Book Branch) | 1.00 |

Social Studies 1

In Section A of the Social Studies 1 course the story of man from the earliest times down to 1500 is surveyed briefly, with more emphasis upon the ancient period than upon the medieval. It includes not only the political history of the important peoples, but their social, economic and moral history as well. It includes, also, the facts and influences of geography essential to the understanding of history.

Possession of the facts about the origins and movements of peoples, together with their contributions to human knowledge, should help to dissipate current false ideas about races. The slowness with which our present civilization has been built up, and our great debt to past generations should be realized.

SECTION B

In Section B, Units IV and V are to be taken by all classes and students.

Any four of the other Units of Section B (Units VI to XI) may be selected.

The objective of this second section of the course is an understanding of certain Canadian and local problems. As a basis for the study of four selected programmes, first attention is to be given to the themes on government. It is felt that students should develop, through their becoming familiar with these problems, a competent appreciation of factors which will affect their everyday living during the coming years.

CURRENT EVENTS

The study of current events is an important part of the course. Wherever possible the history of the past should be related to the world of today. This need not cause a straining of facts. It is not possible to read all the problems of today in terms of Ancient Egypt. Other current events of interest should be discussed even if they have no bearing on early history. Perhaps it is better that there should be no set period for current events. The time allowed should be variable; some days may offer little of interest, while others may have much for interesting and valuable discussion. The topics may be suggested by the instructor, but it is better if the pupils are trained to bring up the topics themselves. This is easily brought about by a few suggestions early in the year.

Since important facts must be retained, testing is essential. Testing should be designed, however, to stimulate interest and not to kill it. No useful purpose is gained in forcing students to memorize unimportant facts by giving them the kind of test that requires it.

If interest can be maintained and an eager spirit of inquiry built up, success has been achieved.

SUGGESTED PROCEDURES AND ACTIVITIES

1. The printed outline of the course should be made available in the classroom. Encourage students to consult it.

2. Lecture and explanation will be required from the teacher; but the students should have every opportunity to discover for themselves, and to express themselves. Class discussions, properly regulated, should be employed extensively. The emphasis should be on practice in interpreting and understanding facts, and not merely on collecting and memorizing them. However, the facts, and enough of them, must be obtained before they can be interpreted.

3. The class should be organized with a chairman and secretary. Have new officers twice a month so that all members get practice. The secretary keeps a record of committees, their duties, books loaned, and progress from day to day.

4. Required themes should be worked on by all members of the class. The work should be planned as a whole; and the task of getting the necessary information on different parts of the theme should be divided amongst committees of the class.

5. Work may be done on two or more optional themes at the same time, different sections of the class electing different themes according to interest, and each section planning and sharing its own work. The report on each theme can be made to the whole class, and be followed by questions and class discussion.

6. Current magazine and newspapers should be read during the year in terms of Social Studies. Students should scan all papers and magazines for maps, clippings and cartoons. These may be posted on the bulletin board and then filed for use in the library. Scrapbooks and cartoon histories will also be of value.

7. Each student should make a time-chart on which to record all important items. Constant reference to the chart helps the student to get a time sense without a conscious memorization of dates.

8. It is advisable to have the students occasionally spend about thirty minutes in writing on a topic that has been assigned in advance, so that subject-matter may be organized for it. (Urge care in language, composition and form.)

9. Oral and written reports by individuals and committees.

10. Possible excursions to points of historical interest, to demonstration or experimental farms, to courts, to institutions, to manufacturing plants or utilities.

11. Open-forum work in which all pupils have a chance to contribute.

12. Use of such statistical references as The World Almanac, Canada Year Book, encyclopaedias.

13. Students' unions or associations may be organized along the same lines as federal or provincial governments.

14. Dramatization of historical or current events.

15. Correlations with Music, Art, Language, Science, Mathematics, and Home-room or Guidance programmes.

Use of Textbooks and Reference Books

Three text-books are recommended for use. While no pupil need, nor should, own all three, every pupil should have at least one. The teacher should try to arrange for an equal distribution of the three text-books in the class. Two lists of reference books are given. The school library should possess at least one copy of each on the primary list, and more if possible. As many as can be afforded from the secondary list should be obtained; they are all valuable.

Pupils and teachers should not confine themselves to the authorized list. Encyclopaedias and reference books are to be found in private homes as well as in civic libraries. Magazines and newspapers frequently provide excellent material. The National Geographic Magazine gives accounts of primitive people living in our own time.

For Current Events:

World Affairs: 224 Bloor Street W., Toronto, Ont. (\$1.00 per year—monthly.)

Scholastic: American High School Weekly, Scholastic Chamber of Commerce Building, Pittsburgh, Pa. (\$1.50 per year—weekly.)

LIST OF BOOKS

TEXTBOOKS:—No pupil is expected to buy more than 1 or 2, and 3.

- ✓ 1. West: Early Peoples; or West and Eastman: Modern Progress.
2. Tenen: The Ancient World.
3. Wallace: A Reader in Canadian Civics.

PRIMARY REFERENCES:—The classroom library should have at least one copy of each.

DeWitt: A Brief World History.

Breasted: Ancient Times.

Denton and Lord: A World Geography for Canadian Schools.

Scott: Canada Today.

GENERAL REFERENCE LIST:—School and classroom libraries.

Landis and Landis: Social Living.
 Philip: Man and His World.
 Slosson, Anderson: World History Book.
 Brown: Building the Canadian Nation.
 Becker and Duncalf: Story of Civilization.
 Wells: Outline of History.
 Atlas of Ancient Classical Geography.
 A Smaller Classroom Dictionary.
 Rose: The Mediterranean in the Ancient World.
 Phillips: Rome and the Middle Ages.
 Elson: Modern Times and the Living Past.
 Weech: World History.
 Pahlow: Man's Achievement to the Age of Steam.
 Seary and Paterson: Story of Civilization.
 Showerman: Rome and the Romans.
 Elliot: Teachers' Book of Social History.
 McKinley-Howland-Dann: World History in the Making.
 Rouse: Stories of the Old Greeks.
 Power: Cities and Their Stories.
 Archer: Stories of Exploration and Discovery.
 Douglas-Smith: The World of the Ancients.
 Priestley: Beginners' Ancient History.

HISTORICAL NOVELS help to give reality to the facts, and particularly recommended are those of W. S. Davis. The following titles are valuable for this course:

The Victor of Salamis; A Friend of Caesar; God Wills It;
 The Beauty of the Purple; The Friar of Wittenberg;
 A Day in Athens; A Day in Old Rome; Life on a Medieval
 Barony.

OUTLINE OF COURSE

Social Studies 1 comprises eleven units. Of these **nine** are to be included in the year's programme of all classes and students.

Section A (Units I, II, III) and Units IV and V in Section B are compulsory. Four of the remaining six units are to be chosen.

N.B.—The average time to be spent on each Unit is one month. This will, of course, be exceeded with Unit III, and less than one month will be sufficient for such units as Unit IX or Unit XI.

SECTION A

UNIT I.—Historical Outline.

This should develop an appreciation of the position of each state in time, and should be covered in a systematic way, by use of time-charts and other devices involving tabulation.

At the beginning of each year in Social Studies, the whole period of history, from primitive times to the present, should be

briefly surveyed. Only the major divisions of historical time, and only those facts and dates which will have significance for the year's work, should be listed.

Though the form in which the outline will be developed will vary with the preference of the teacher and the class, it is suggested that use should be made of pictures, drawings, charts or graphs, in order to make clear the main characteristics of countries or periods to be studied. A recommended form of outline is a continuous frieze, to be placed along a wall or at the top of a blackboard or bulletin-board. It might include pictures or sketches to represent successive stages in history; for example, a picture of primitive man, a scene from early Egyptian life, a Babylonian or desert scene, examples of Greek architecture, each dated and all arranged in sequence.

Suggestions for time-charts may be found in "Man's Achievement" by Pahlow, "Modern History" by Becker, and "Story of Civilization" by Becker and Duncalf.

Tenen: The Ancient World, pages 28, 184, 185, sheet between pages 266 and 267.

UNIT II.—Geography for Current Events, with particular reference to Mediterranean and European regions. Map study.

Denton and Lord, pages 335-348, 420-424 (South-Western Asia, 429-434 (Egypt), 442-445 (The Atlas Mountain Region), 463-465 (The Suez Canal).

Denton and Lord, pages 285-314 (Poland, Germany, Holland, Belgium, France), 330-334 (Russia).

UNIT III.—Early Background of Our Civilization.

1. Geographical Environment.

A. Influence of Rivers.

Tigris and Euphrates:

Fertile soil, navigation, water supply, nomads become settlers.

Nile:

The gift of the Nile—fertile soil, irrigation, political union, scientific development.

B. Strategic significance of the Bridge between Early Empires (Syria, Phoenicia, Palestine).

C. Influence of Mountains.

Greece:

Isolated valleys, city-states, barren soil, migrations.

Italy:

The Alps as a northern protection. Italy faces the new West.

D. Influence of the Sea.

Islands of the Aegean stepping-stones to the East; migration and colonization; trade and commerce; naval development; fifteenth-century inventions leading to discovery of the New World.

E. Some Historic Parallels. The following are examples, only, of many which will suggest themselves to the teacher.

Carthage—Tunisia.

Julius Caesar—Mussolini.

Needs of expanding populations in ancient times, at the end of the medieval period, in modern times.

2. **Historical Facts Studied Briefly.**

- A. Man Before History.
- B. The Fertile Crescent.
- C. The Nile Valley.
- D. The Splendor of Greece.
- E. The Power of Rome.
- F. The Barbarian Invasions.
- G. The Feudal Age.
- H. The Early Church.

3. **Study Fields.**

- A. Contribution of Early Peoples toward present civilization.
- B. Political and Social Development of Peoples listed in 2, immediately preceding.

Also **one** of the following:

- C. Trade and Industry or Man's Economic Needs.
- D. Man's Quest for Knowledge.
- E. Peace and War—A Recurring Problem.
- F. Man's Artistic Needs.

References:

1. A, B, C, D, E:

West: Early Peoples, pages 9-28, 29-40, 53-57, 67-87, 148-156, 174-181, 202-209.

Tenen: The Ancient World, pages 1-27, 29-49, 188-216, 225-234.

2. A, B, C, D, E, F, G, H:

West: Early Peoples, above readings and pages 103-123, 211-228, 244-252, 265-293.

Tenen: The Ancient World, above readings and pages 108-117, 153-186, 235-293.

3. Appropriate Reference Reading in "Early Peoples" and "The Ancient World."

SECTION B

UNIT IV.—Canadian Democracy in Action.

- (a) How the citizens are represented at Ottawa.

Elector, elections, names of local and other members of Parliament, political parties, provincial representation in House of Commons, revision of numbers of members from provinces after taking the census.

Parliament in session (use picture), House of Commons, Speaker, Clerk, Government members, Opposition, Hansard.

The Senate—an appointed body.

- (b) How laws are made.

House of Commons, Senate, Governor-General.

- (c) How the nation's business is conducted by the Executive.

Formal head—the King's Representative.

Political head—the Prime Minister, as leader of the Cabinet.

Other Cabinet Ministers as heads of Departments.

The Civil Service.

Orders in Council.

- (d) How the laws are interpreted; how lawbreakers are punished.

Courts, judges, trials, punishments.

Police.

- (e) How public services are financed.

Taxes, loans (national debt).

- (f) How public opinion is expressed.

Political parties; their strength, leaders, policies and platforms.

UNIT V.—Provincial and Community Problems:

Adequate attention to this Section will involve:

1. Study of Division A (below).
2. Work on any three problems from Division B.

OR

1. Study of Division A.
2. Work on one problem from Division B.
3. The carrying out of a project from Division C.

A. 1. How we govern ourselves.

(a) In the Provinces.

(b) In the Municipality.

(See treatment of Federal Government in Unit IV.)

B. 2. Education.

Equality of opportunity, aims of education, administration, guidance, industrial exploitation of youth, attracting competent teachers, demobilization and rehabilitation of ex-service men and women, the University, Junior College and the students.

3. Community Health.

Community sanitation, nutrition, health insurance, communicable diseases, health units, physical fitness programme.

4. Juvenile Delinquency.

Extent of delinquency, causes, prevention, treatment at present and for the future.

5. Leisure.

Increase in leisure, wise use of leisure, the school training for leisure, provision for recreation.

6. Poverty.

Causes and effects, changing attitude towards poverty, meeting the problem.

C. **Community Projects.**

In some classrooms there is a dissatisfaction with merely studying a community problem. There is a feeling that these problems are challenge to be met and overcome by students and teachers. In the Province of Alberta, for example, a number of schools have undertaken community projects such as local beautification programmes or measures for public safety with very satisfactory results. These projects are excellent examples of "democracy in action."

Below are listed a few suggestions. Teachers and students will adapt these or others to the needs of their own community.

(a) Public Safety.

Traffic patrols, publicity campaigns in the interests of safety.

(b) Beautifying the Community.

Periodic clean-up and inspection, landscaping school grounds and community centres.

(c) Community Health.

Providing pure water, nutrition, low cost menu demonstrations, adult classes in first aid.

(d) Patriotic Programmes.

Collection of salvage, Red Cross activities.

(e) Agricultural Improvement.

Enriching worn-out soil, improving plant and animal breeding, experimental farm plots, survey of marketing.

(f) Cultural Activities.

Community newspapers, library, art gallery, dramatics, music appreciation, choruses and orchestra.

(g) Local Surveys.

Commercial areas served by the community, collection of historical records, writing of local history, collection of geological samples, surveys of delinquency areas and local housing.

UNIT VI—Economic Geography of Canada.

(a) Canada in the Air Age; a bridge between the hemispheres.

(b) Physiographic divisions.

(c) Distribution of population.

(d) Mineral distribution.

(e) Forests and fisheries.

(f) Water power.

(g) Railways, highways, airways.

(h) The Northland.

The Alaska highway, air route, Fort Norman oil and pipe line, Mackenzie valley, minerals of the northern lake regions, agricultural possibilities.

(i) Industrial and financial centres.

UNIT VII.—Canada Among the Nations.

(a) Her trade with other nations. Free trade or protectionist policies; problem of finding markets for our surplus products.

(b) Her influence as a member of the United Nations. Responsibility for world peace.

(i) Developing a Canadian foreign policy by active membership in the British Commonwealth.

(ii) Close co-operation with the United States.

(iii) Closer relationship with Latin America.

(iv) Participation in a collective security system.

(v) Obstacles to such international policies.

UNIT VIII.—Employment.

A. Unemployment during the Depression.

B. Wartime full employment.

C. Return to peace-time economy of:

(1) Ex-service men and women.

(2) Wartime workers.

D. Prospects for full employment:

(1) New types of employment:

e.g., in production of plastics; industrial use of agricultural products (as alcohol from wheat); aeroplanes; shipbuilding, and other new occupations.

(2) Increased number of skilled workers.

(3) Immediate need of replacement.

(Washing machines, radios, automobiles, farm machines).

(4) Public work projects, as irrigation, highways, new school buildings.

(5) Development of the Northland.

UNIT IX.—Social Security.*(a)* Existing social legislation.

(i) Federal unemployment insurance and old age pensions.

(ii) Provincial social legislation.

Workmen's Compensation Act, pensions for the aged and the blind, mothers' allowances, Minimum Wage Act.

(b) Desirable new social legislation.

(i) Security of employment; Marsh plan.

(ii) Planning for full employment.

(iii) Expansion of present unemployment insurance.

(iv) Occupational re-adjustments; placement, guidance, training facilities.

(v) Unemployment assistance.

(c) Family needs; Marsh plan.

(i) Children's allowances.

(ii) Provisions for widows and orphans.

(iii) Emergency expense benefits.

UNIT X.—Changes in Agriculture.*(a)* How changes in production are being made.

Improvements in farming methods; improvements through science, for example, chemurgy; increased mechanization; trend toward mixed farming; extension of irrigation; government regulation of production.

(b) How changes in distribution occur.

Internal and external markets; effects on tariff policies on exports and imports.

(c) How changes in consumption occur.

New uses for agricultural products; national and world food requirements.

(d) Security for agricultural population.

Agricultural organizations, farm debt legislation, Dominion aid.

UNIT XI.—Housing.

(a) Present housing situation.

Congestion, slums, lack of finances for home construction, exodus from rural areas to cities and centres of war industry.

(b) Government efforts to relieve situation.

National Housing Act, 1937, and Wartime Housing Limited

(c) Post-War Problems.

Organizing vast building programme, high cost of financing homes, housing for profit or service, archaic building methods, government role in housing.

(d) Housing programmes in U.S.A., England and elsewhere.

(e) Housing in our community.

Town planning, housing and health.

ENGLISH 1

The present course in English 1 is intended to help the teachers of high-school English implement more effectively the basic principles of the former course, and to direct the attention of the teachers of other high-school subjects to the possibilities and requirements of a fully modern programme of high-school instruction in English. The **objectives** and **governing principles** of this revised course have accordingly been set down here in the following terms:

1. The validity of the dictum, "Every teacher must be a teacher of English," has been accepted in principle. **The working out of the implications of this principle now becomes a definite requirement for every high school in the Province.**

This principle must now be extended to include the requirement that the teachers of English collaborate closely with all teachers on the staff in the use of reference books and materials in all school subjects, in order to improve the students' efficiency in reading for classroom purposes and in preparing reports in the subjects in which "English for use and expression" can be considered a legitimate aim.

2. Teachers are required to suit the language and literature and reading programme to the ability of the individual student. To measure this ability a testing programme is necessary.

(i) A system of testing and measuring must be set up and all students measured at the beginning of the school year,

and tested at suitable intervals to determine progress in the use of language, progress in reading ability, comprehension, and English "power." Whatever weaknesses are uncovered must be treated at the time they are encountered, even if it be at the grade twelve level. This implies an essentially fluid, flexible, adaptable, and strictly individual type of instruction.

- (ii) In order that time may be scheduled specifically for testing, for remedial and follow-up work in connection with the testing, and for other necessary types of personalized instruction, it is now required that one period of the five per week scheduled for English be definitely allocated to work of the kind just described. This period will be known as the **Fifth Period**, and should be shown on the classroom timetable by some distinguishing mark.
- (iii) One period a week should be devoted to making reports: students bring their unfinished reports to the English class, as well as source and reference books; and the report, whether in Social Studies, Science, or Sociology should form the basis of an English Expression (Language) lesson.

3. The needs and interests of the students should be the primary consideration; the matter of allocating the responsibility for the necessary instruction or remedial work amongst members of the staff is of secondary importance and of local concern. **Large classes defeat the aims of the course**, which presupposes individual differences and highly personalized instruction. Ways and means must be found in each school to adapt the English courses to the needs of the students. In a school with six or more teachers a definite time and place should be set aside each week for staff consultation on the needs of individual students; at this meeting the staff will be brought to realize that they compose a group doing one job, not a number of individuals doing several different jobs.

4. The division of English into Language, Literature, Free Reading, and Reading Comprehension, is an arbitrary classification, which has persisted and has been carried over from the traditional courses. In practice there is no good reason for separating Language from Literature, or Language from Reading Comprehension—all are part and parcel of the English course and should be integrated, interrelated and indistinguishably fused. It should be further understood that the utmost freedom is allowed the staff in selection of material and in interpretation of the courses.

Certain poems in an anthology may be chosen by a "C" student because they are simple, and easily read and understood. Other students in the same class might choose more difficult poems from the same anthology. In the same way, students may choose from

the new and greatly extended List for Free Reading the books that are specially suited to their interests and aptitudes.

"C" students, or those weak in English, may be given easier assignments than those selected for the stronger students. The tests given at the beginning of the year may disclose weaknesses in language, in reading ability, in comprehension, or in English "power." The resourceful teacher will choose material from the course that can be depended upon to eradicate or ameliorate the weaknesses.

OUTLINE OF THE COURSES

The course is outlined in three parts: **Language, Reading Comprehension and Literature, and Free Reading.**

✓ **LANGUAGE:** Reference Book: Expressing Yourself, Book Two.

- (a) Devices for enlarging vocabulary. Voice and diction exercises in collaboration with the Dramatics teacher. Families of words; derivations as found in Latin or French courses.
- (b) Sentence recognition; sentence structure; complex sentences and their use.
- (c) Correct use of pronouns, verbs, adverbs.
- (d) Correct punctuation and spelling; standard trouble makers, and rules, as in text. Capitalization.
- (e) Application of fundamentals, as, for example, in making oral and written reports and speeches. How to read for information; use of indexes, and tables of contents; how to summarize, compress, select, present materials to class.
- (f) Letters, social and business; advertisements; telegrams; telephone conversations; how to summarize swiftly; time-saving devices in making a report.

N.B.—1. Instruction in the principles of Grammar must be **functional**, and closely related to the students' daily work in all subjects requiring oral and written expression.

2. The classroom library should include a standard dictionary, and a good compendium of language usage; such as the *Century Collegiate Handbook of Writing*; or the *Handbook of Revision*, by Foerster and Steadman. Ward's *Grammar for Composition* will also be found useful.

Check-List for Oral and Written Language (Grades X, XI and XII)

This check-list is in no sense exhaustive. It represents merely the barest minimum of requirements for correctness in Written Language. It is to be used by teachers of English, Social Studies, Science, Mathematics and all other subjects.

1. Penmanship, arrangement, and general appearance of all written work.
2. Spelling (including the apostrophe.)
3. Capitalization. (See *Grammar for Composition*: Ward.)
4. Punctuation:

(1) Period and Question Mark.

(2) Comma:

- (a) To separate words and phrases in a series.
- (b) To mark off interruptions or parenthetical expressions.
- (c) To mark off a phrase or clause at the beginning of a sentence (unless the sentence is short and the meaning clear without the comma.)
- (d) To mark off non-restrictive clauses.
- (e) To mark off words that might erroneously be read together.

(3) Semi-colon:

To separate clauses in a compound or compound complex sentence where the conjunction is omitted.

(4) Colon:

- (a) To follow a general statement preceding specific examples.
- (b) Before a long quotation.

5. Language:

(1) Pronoun:

- (a) Correct case forms of pronouns.
- (b) Agreement of pronoun with antecedent.

(2) Distinction between adjective and adverb.

(3) Verbs:

- (a) Use of the correct forms of verbs listed below, with emphasis on the auxiliary with the past participle: lie, lay, spring, swim, write, take, speak, sing, see, run, go, give, drink, do, come, begin.

(b) Agreement of verb with subject:

Example: Incorrect—He don't want to go.

Correct—He doesn't want to go.

(c) Use of subjunctive in conditions contrary to fact:

Example: Incorrect—If I was you I'd go.

Correct—If I were you I should go.

(d) Use of perfect tenses:

Example: Incorrect—He said he never saw a better game.

Correct—He said he had never seen a better game.

(4) Common errors such as the following:

(a) The use of *different than* for *different from*.

(b) *These* and *those kind* for *this* and *that kind*.

(c) *Had ought* for *ought*.

(d) *Couldn't hardly* for *could hardly*.

(e) The preposition *like* for the conjunction *as*.

(f) the adjective *real* for the adverb *very*.

6. Sentence Structure:

(1) Cultivate—

(a) The use of simple and complex sentences in place of the over-popular compound sentence.

(b) The use of parallel structure.

(2) Avoid—

(a) Indefinite reference of pronouns.

(b) Unrelated modifiers: dangling participle or gerund.

(c) Misplaced modifiers. (He only has two wrong.)

(d) Unnecessary change in grammatical construction.

7. In all oral work pay special attention to enunciation, pronunciation, and audibility.

READING COMPREHENSION AND LITERATURE

- (i) Reading and discussion in class each week of selected articles from magazines, or from the weekly supplement of a good newspaper.

Close collaboration of all members of the staff in showing students how to find and use source materials in Social Studies, Science, and all school subjects requiring the use of reference books and source books. The aim of this section of course is to give the student very definite directions and practice to improve his reading efficiency, not only in reading for pleasure but in reading for use and expansion.

- (ii) Suitable prose selections may also be used from books such as the following:

The *Heritage of Literature* series. (A suitable list will appear in the Department's Official Bulletin.)

The *Magic of Literature*, Book III.

Selected Short Stories. (The book used in Grade XI.)

Essays of Yesterday and Today. (The book used in Grade XI.)

- (iii) **Poetry**—Selections of narrative, ballad or lyric type study from the blackboard or from mimeographed sheets.

Or selections chosen from "A Selection of English Poetry," Part I (Macdonald and Walker), or from any other suitable anthology.

- (iv) **Drama**—One play to be chosen from the following:

As You Like it: Shakespeare.

Midsummer Night's Dream: Shakespeare.

Silver Box: Galsworthy.

The Admirable Crichton: Barrie.

Or, two one-act plays chosen from *One-Act Plays* (Hampden).

N.B.—It is not to be assumed that any considerable number of selections from the foregoing books will be "taught" to the whole class, or that all the students will read or study the same selections. The amount of time available, the size of the class, and the priority of individual instruction for reading efficiency will determine the programme for each class.

FREE READING

A new **List of Books for Free Reading**, to be used by students of Grades X, XI and XII, will be issued at the beginning of the school term. In this list the grade barriers have been removed; so that every student may read at his own personal level. Every student should read **ten books** chosen from the list.

The list contains many more books than formerly of the "work-type" class. Credit will be given for reading more additional references than the prescribed minimum in school subjects such as Psychology. In other words, a student will be allowed to class as "Free Reading" some of the references in Sociology and kindred electives, providing this reading is in addition to what he would normally be expected to read in that subject.

A record should be kept of the students' progress from year to year in taste and range.

BIOLOGY REFERENCE BOOKS

| GRADES | TITLE | AUTHOR | Publisher | Approx. Pages |
|--------|---|--------------------------|------------------------------|---------------|
| X-XII | Biology and Human Affairs. An excellent reference, well illustrated. | Ritchie | Gage | 1020 |
| X-XII | Dynamic Biology. Organized around problems of personal and social significance. Well illustrated. | Baker Mills | Gage | 820 |
| X-XII | Biology for Better Living. A highly recommended text, beautifully illustrated. | Bayles, Burnett | Gage | 750 |
| X-XII | Adventures with Living Things. A general text, well illustrated. | Kroeber, Wolff | Copp Clark | |
| X-XII | High School Biology. Written in a manner which makes it popular with students. | Benedict, Knox and Stone | Macmillan | |
| X-XII | The Fight to Live. The story of animal struggle for existence. | Ditmars | Longmans, Green | |
| X-XII | Birds of Canada. Birds of Eastern and Western Canada, combined in one volume. Coloured plates. | Taverner | Govt. of Canada | |
| X-XII | Microbe Hunters—40c. A small pocket edition. Students enjoy reading it. | de Kruif | Longmans, Green | |
| X-XII | Hunger Fighters. | de Kruif | L.G. | |
| X-XII | Canadian Nature Magazine. Issued bi-monthly, \$1.25 per year. | | Whittemore Pub. Co., Toronto | |
| XII | General Biology. A study of plants and animals based on their classification. Profusely illustrated. A valuable reference for every teacher. | Mavor | Macmillan | 720 |
| XII | Adventures with a Microscope. | Headstrom | L.G. | |
| XII | Biology of Flight. (aeronautical series.) | Fitzpatrick, Stiles | Macmillan | 155 |
| XII | Dissection of a Frog. | Whitehouse & Grove | Copp Clark | |
| XII | Dissection of a Rabbit. | Whitehouse & Grove | Copp Clark | |

CHEMISTRY REFERENCE BOOKS

| GRADES | TITLE | AUTHOR | Publisher | Approx. Pages |
|--------|--|-------------------------------|-----------------|---------------|
| XI-XII | Living Chemistry. Deals with chemistry of the home, community, etc. Very popular with students. | Ahrens, Bush & Easley | Ginn | 530 |
| XI-XII | New World of Chemistry. General. An excellent reference, with many valuable tables. | Jaffe | Gage | 690 |
| XI-XII | Modern Chemistry. A valuable reference text on industrial chemistry. | Dull | Clarke, Irwin | 600 |
| XI-XII | Chemistry and You. An excellent student's reference. | Hopkins et al. | Ryerson | 800 |
| XI-XII | Chemistry at Work. A very good general reference. | McPherson, Henderson & Fowler | Ginn | 670 |
| XII | Test It Yourself. Laboratory tests of common commercial goods. | Tuleen, Muehl, & Porter | Gage | 290 |
| XII-T | A Practical Survey of Chemistry. Includes a greater treatment of organic chemistry than most texts. | Dyer | Holt | 480 |
| XII-T | Consumer Training. Deals with the chemistry of household goods. | Heil | Macmillan | 580 |
| XII-T | Chemical Elements. Historical sketch of discovery of the elements. | Nechaev | Longmans, Green | |
| XII-T | Brief College Chemistry. Somewhat advanced. A good reference for the progressive chemistry teacher. | Richardson & Scarlett | Clarke, Irwin | 385 |
| XII-T | Senior Chemistry. Abundantly illustrated, with diagrams of commercial processes, etc. | Cornish | Copp Clark | 680 |
| XII-T | Comprehensive Units in Chemistry. An excellent teacher's reference. | Carpenter & Carleton | Longmans, Green | |

T—Teacher's reference.

PHYSICS REFERENCE BOOKS

| GRADES | TITLE | AUTHOR | PUBLISHER | Pages Approx. |
|--------|--|--------------------------|---------------------|------------------|
| X-XII | From Galileo to Cosmic Rays. Historical treatment written in interesting fashion. | Lemon | Gage | 450 |
| X-XII | Automotive Mechanics. Books I and II. The science of the automobile. | Barger | Longmans, Green | 340 170 |
| X-XII | Fundamentals of Mechanics. From simple machines to the automobile. | Dull, Newlin | Clarke, Irwin | 545 |
| X-XII | Air-Age Educational Series. A series of about 14 books, spon- sored by the Institute of Aero- nautical Sciences. (Complete list to be found in each book.) | | | |
| XII | Physics of Today. From mechanics to electricity and radiation. An excellent reference. | Clarke, Gorton, Sears | Houghton Mifflin | 630 |
| XII | Elementary Practical Physics. Mechanics to modern Physics. A valuable reference book. | Black & Davis | Macmillan | 700 |
| XII | Dynamic Physics. Should be in every library. | Bower, Robinson | Gage | 850 |
| XII | Basic Electricity. An excellent book. Students will enjoy it. | Beauchamp, Mayfield | Gage | 300 |
| XII | Electricity for Everyone. A very helpful text for the student of electricity. | Lunt, Wyman | Macmillan | 640 |
| XII | Horizons Unlimited. For those interested in aeronautics. Very popular with boys. | Johnson | Gage | 350 |
| XII | Elements of Pre-Flight Aeronautics for High Schools. Contains units in meteorology, aero- plane engines, navigation, etc. | | | |

GEOLOGY REFERENCE BOOKS

| TITLE | AUTHOR | PUBLISHER | Approx. Pages |
|-------------------------|-------------------|------------------|----------------------|
| New Physical Geography. | Tarr & Von Engeln | Macmillan | 570 |
| Earth Science. | Fletcher | Copp Clark | |
| All About Mining. | Witcombe | Longmans, Green | |
| The Spangled Heavens. | Edwards | " | |
| Earth's Adventures. | Fenton | " | |

GENERAL REFERENCE BOOKS

The following books are recommended as good reference material for Grade X students:

| TITLE | AUTHOR | Publisher | Approx. Pages |
|--|------------------------------|--------------------------|----------------------|
| Modern Science. | Dull & Mann | Clarke, Irwin | 600 |
| Useful Science for High Schools. | Weed, Rexford & Carroll | Winston | 700 |
| Understanding the Universe. | Weed, Rexford & Carroll | Winston | |
| Science and Life. | English, Edwards & Flather | Dent | 630 |
| Using Science. | Smith & Trafton | Longmans, Green | 800 |
| Enjoying Science. | Smith & Trafton | " | 600 |
| Exploring Science. | Smith & Trafton | " | 450 |
| Modern Life Science. | Carleton, Williams | Lippincott | |
| Everyday Science. | Caldwell, Curtis | Ginn | 650 |
| Consumer Science. | Hausrath & Harms | Macmillan | 690 |
| Our Surroundings. | Fowler, Colliston & Thurston | Nelson | 760 |
| Science in Our Modern World. Books I, II and III. | Watkins & Perry | Macmillan | |
| Everyday Science. | Partridge | Dent | 360 |
| Science Experiments with Inexpensive Equipment. | Lynde | Dent | 250 |
| Great Men of Science. | Wilson | Garden City | 390 |
| Everyday Problems in Science. | Beauchamp, Mayfield & West | Gage | 700 |
| Senior Science. | Bush, Ptacek and Kovats | American Book Co. (Gage) | 835 |

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